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FRANK W. BOOTH, - - EDITOR
S G. DAVIDSON, ASSOCIATE EDITOR

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A METHOD OF TEACHING SPEECH-READING TO THE ADULT DEAF.[1]

SARAH WARREN KEELER.

I.

PREPARATORY STEPS.

Goethe says "A certain mechanical preparation must precede every art." The preparatory exercises which in this method precede Lip-reading I have designated the Technique of Lip-reading.

The first and not the least important step is the assuming of a suitable position. For the attainment of this object a pupil is advised in every case to take the initiative by standing or sitting with his back to the light whether it be the sunshine outdoors or light from a window, a lamp or other artificial light within doors. The person with whom he converses will naturally face him, thus bringing a good light upon his mouth. This is itself a prime desideratum.

The second step, which may seem superfluous to teachers of deaf juveniles, but which experience with adults has proved useful, is to request pupils to watch the mouth alone during the preliminary lessons, instead of dividing his attention between that member and the eyes, which are undoubtedly more agreeable to observe.

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[1]This article was published in The Educator of November, 1894. It has been found valuable by teachers of lip-reading to adults, and there has been a constant demand for copies of the paper containing it, until the supply is exhausted. We accordingly reprint it in The Review. Miss Keeler, the author, now deceased, was a very successful teacher of lip-reading.—EDITORS THE ASSOCIATION REVIEW.

The third step consists in imparting a knowledge of the mechanism of speech wherein such knowledge is deficient.

This process consumes considerable time and must be carried on, at least partially, by means of writing in the case of a totally deaf person or by an ear trumpet in the case of a semi-deaf one.

II.

OBVIOUS POSITIONS OF THE VOCAL ORGANS.

Having never heard of the teaching of lip-reading by any method except the rather desultory one of conversation and dictation from printed literature I had recourse to one of Pestalozzi's principles acquired in my college days. "In each step of education proceed from the known to the unknown." This principle applied to lip-reading would read "Proceed from the obvious to the obscure."

I have grouped the sounds for pupils in lip-reading with reference to the positions of the vocal organs, and therefore somewhat differently from the grouping of sounds for mutes who aim to learn to articulate.

The most obvious vocal position is that of the meeting of the lips, forming one of three possible sounds, *m*, *b*, *p*, as in *may, bay, pay, my, buy, pie, me, bee, pea, man, ban, pan, mat, bat, pat, mall, ball, pall,* and many others. The position which would naturally succeed in point of obviousness is that assumed by pressing the lower lip against the upper front teeth. By exhaling the breath *f* is formed and by vocalizing, *v*, as in *fie, vie, few, view, fan, van, feel, veal, file, vile, face, vase, fat, vat, fear, veer.*

From this point we might proceed in either of two directions, but I have chosen this one.

When the tip of the tongue touches the inside of the upper front teeth where they emerge from the gum, the four possible sounds produced at that point are *t*, *d*, *l*, *n*, though each has a distinguishing characteristic. In the formation of *t*, there is a pressure of the tip of the tongue preceding a slightly abrupt emission of breath before the following sound. *D* is formed in a similar manner, but with a somewhat increased pressure resultant upon vocalizing. In forming *n* the tongue closes the vocal passage so

that all the breath vibrating from the energized vocal cords is exhaled through the nostrils.

In producing *l*, while the tip of the tongue remains in the same position, the sides of the tongue are not extended, but remain flexible and vibrate during vocalizing.

Call the attention of the pupil to the fact that when the back of the tongue touches the front part of the soft palate, he has three possible sounds to choose from, viz., *k*, *g*, *ng*, the difference of pressure between *k*, and *g* being similar to that between *t* and *d*, each being followed by the same emission of breath. In forming *ng* the aperture remains closed while the vocalized breath passes through the nostrils as in the production of *n*.

S is formed by raising the front part of the tongue and leaving it slightly depressed at the middle of the tip so that the breath may be emitted with a hissing sound as in *say, sigh, sue, see, so.* *Z* is formed in a similar manner with the addition of vocalization, as in *zeal, zone, zest.*

Sh is formed in a manner similar to *s* but with the tongue drawn farther back and a slight natural protrusion of the lips as in *she, shy, show, shay, shoe.* *Zh* is formed in the same position, with the addition of vocalization and is found in a few words, as in *leisure, measure, azure, treasure, pleasure.*

Ch is formed like *sh*, preceded by a slight intimation of *t*. Produced in an exaggerated form it would be equivalent to *tsh* as *chap, cheat, chore, child, chime.* *J* is formed in the same position, with the addition of vocalization, as in *jew, jeer, jovial, jam, jar, join, jump.*

In producing the open vowel sounds the tongue rests in a normal position in the mouth and the breath passing over the energized vocal cords is caused to vibrate, previous to being exhaled. Each vowel is distinguished from every other one by the characteristic and obvious position of the vocal organs, during its production. Some of the most obvious open vowels are Italian *a* as in *ah*, also *aw, o, oo.* Pausing at *oo*, we find the vocal organs in the position to produce *w*, initial and similar to that for *wh.* As the limitations of the present article forbid entering into numerous details, I subdivide into long close vowels and short close vowels. The natural order for the long close vowels is *e, a, i*, the

first one, *e*, being a simple element while both *a* and *i*, if prolonged have a vanishing sound of *e*. For the production of the short vowel sounds the tongue undergoes a muscular contraction at the center which raises it towards the roof of the mouth though to a different degree for each short vowel. The short vowel sounds given in their sequence are ĭ, ĕ, ă. All short vowels precede final consonants in words or syllables.

III.

Omitting many interesting points in reference to the positions and changes of position in the formation of other sounds, as well as in the transitions from one to another, we proceed to the next general process, viz.: the evolution of the unknown or unfamiliar positions of vocal organs in forming sounds from the known positions of the elements.

In giving a vocabulary list of words with an initiatory labial it has been found of practical value to place in the same connection words formed in similar positions, the pupil thus acquiring a list of possible words from which to choose and the sooner learning to avoid the confusion of similar words as well as practice in substituting one for another.

Words evolved from labials: Mane, pane, bane, mate, pate, bait, bate; meet, meat, peat, beet, beat; more, pore, pour, bore; moan, pone, bone; mail, male, pale, pail, bale, bail; math, path, bath; mace, pace, base; meer, peer, beer, bier; mile, pile, bile; mar, par, bar; mire, pire, buyer; most, post, boast; met, bet, pet; mad, pad, bad. Additional words with initial labials given in promiscuous order: Pomade, poacher, parchment, march, peach, much, maternal, paternal, battery, beakers, push, multitude, palpable.

Words having initial sounds formed by the tip of the tongue against the inside of the upper front teeth: Leer, deer, tear, near, like, dike, tore, door, lore, tower, tire, dire, dyer, lyre, tale, tail, dale, nail; tome, dome, gnome, loam; tower, dower, lower; dice, mice, tithe, lithe; teach, leech; love, dove; tare, tear, dare, lair; tent, dent, lent; Nile, tile, dial; tamper, damper; knack, tack, lack; dock, lock, knock. Also tempest, tanner, devour, distinct, deplore, lustrous, lament, namely, tamely, touch, Dutch, nation, knave, knife, life, kneel, deal.

Words having final *k*, *g*, or *ng*: Back, bag, bang, lock, log, long, song, wrong, throng, prong, tongue, rack, rag, rang, sack,

sag, sang, take, bake, rake, sake, make, shake, look, took, shook, cook, book, like, strike, dyke, lick, stick, thick, fog, bog, going, working, admiring, gazing, painting, growing, glowing, fading, dying, rising, sinking, dreaming, aspiring.

C, k, g, initial: coal, goal, coat, core, gore, coast, ghost, kill, gill, cause, gauze, cot, got, cape, gape, came, game, cool, ghoul, call, gall, keep, kindred, kindness, kingdom, cage, gage, gauge, casual, casuistry, courage, courteous, costly, gear, galore, caloric, concentric, contumely, contention, cauterize.

S and *z:* seal, zeal, race, rose, face, lace, pose, pace, fans, chase, furs, rocks, leaves, furze, sauce, such, sand, oil, sip, seam, sear, some, son, soul, soar, sight, sign, ceiling, fencing, dancing, serve, several, September, searching, sour, sound, south, success, lazy, tears, rise, size, sways, waves, laves.

Sh and zh: she, shear, sheer, sheep, sheet, sheaf, sheen, shield, shire, sheath, shut, shun, shove, shirt, shir, shook, should, sure, sugar, shame, shave, shade, shadow, shallow, sham, shall, shine, shift, shout, shower, push, bush, rush, ambush, slash, splash, potash, mackintosh, pistache, fiendish, prudish, Jewish, Standish, freshen, shapely, shark.

Words having *ch, j* :—cheer, jeer, choke, joke, chew, jew, char, jar, chill, gill, chin, gin, charm, cherish, chief, Chester, jester, China, Cheapside, chapter, jump, jingle, gentile, justice, jury, gem, jasper, children, jilt, Giles, Jane, James, jetty, judge, church, chance, cheerful, John, jonquil, joyous, choice, joinery, churning.

Passing on to the vowels, and selecting but a few for illustration, we have:

A as in far, par, bar, mar, tar, car, star, charm, harm, farm, alarm, disarm, barn, army, Parma, carpet, harp, harmony, harvest, sharp, carver, starving, dart, start, heart, charter, farce, barter, cartoon, harpoon, canard, retard, depart, impart, Astarte, barter, martyr.

O, oa, ow, ou, as in rote, lone, tone, sown, zone, soap, rope,

A, aw as in fall, pall, ball, bawl, mall, call, gall, tall, stall, stalk, talk, falcon, dawdle, maudlin, Cawnpore, fawn, lawn, dawn, flaw, draw, straw, thrall, spawl, sprawl, daughter, slaughter, falter, nautical, naughty, Kilwaughter, enthrall, recall.

A, ay, ai, as in fate, pay, bay, may, pate, bate, mate, hate, late, lade, laid, eight, slate, chain, Jane, chaste, shave, lave, behave, enslave, Savior, flavor, labor, paper, taper, caper, baby, lady, sameness, lameness, jailer, sailor, failure, baneful, shameful, wasteful, tasteful, hailing, haying, debate.

A, as in *at:* hat, pat, bat, mat, flat, that, chat, companion, banter, canter, hamper, tamper, pamper, sample, ample, camper, tramp, stamp, bastile, castile, actual, flattery, hatter, matter, patter, batter, compact, intact, exact, distract, collapse, relapse, Catskill, mastiff, chapter, rapture, contact.

O, *oa*, *ow*, *ou*, as in rote, lone, tone, sown, one, soap, rope, row, roll, hole, bowl, boulder, shoulder, colder, older, holder, moulder, folder, sore, roar, four, lore, lower, loam, foam, roast, boastful, soaring, Tokay, below, bestow, boatman, coasting, behold, enfold, rover, clover, alone, disown.

O as in *not:* top, hop, stop, drop, flop, prop, chop, bottom, hottest, Rotten Row, copper, mop, mob, upon, cost, lost, cross, moss, emboss, hollow, follow, dock, locker, socks, stopper.

O as in *or:* for, nor, lord, Norse, horse, forest, fortitude, cork, stork, stormy, horny, hornblende, sorghum, order, cordage, sordid, morbid, torpid, torture, moribund, mortgage.

Oo, *o*, *ow*, as in *boot*, move, grove, poor, boor, moor, soon, moon, boon, harpoon, Laocoon mooted, shooting, hooted, tourist, foolish, tournament, detour, loophole, trooper, stooping, drooping, loosely, coupon, disprove, reproving, cartoon, simoon, lampoon, doing, roost, Calhoun, Balfour, choose, cooler, schoolmate.

Oo as took, foot, look, nook, shook, cookery, rookery bookworm.

Words having *e*, *ee*, *ea*, *ei*, *ie* as in be, bee, sea, tea, knee, lea, free, street, receipt, receive, reprieve, grieve, ceiling, sealing, healing, congeal, wheelman, steelworks, stealing, bemoan, becalm, bewail, secure, select, reward, return, resolve, fearful cheerful, hearing, weekly, sere, seared, queer, complete, deplete, these, wheeze, breeze, Pekin, peeress, heater, cheat, pier.

E, as in *let:* let, net, met, pet, bet, wet, wed, said, red, dread, fret, debt, lest, blessing, impress, compress, redress, distress, restful, chest, westward, expectorate, gesticulate, Reading, wedding, cellar, bell-man, felon.

Words having *er*, *ir*, *ur*, as in her, hurl, girl, curl, whirl, ferment, fervent, verdure, certify, pertain, perquisite, certainly, curtly, hurtful, mirthful, birthright, dirt, shirt, murder, furrier, pertly, verbose, transfer, deter, demur, confer, sir, churlish, birdlike, fir-tree, shirk, Birkbeck, dirk, flirtation, curtailment.

Words containing *i*, *ei*, *ey*, as in tile, Nile, pile, bile, mile, light, right, height, chime, dryness, my, sightly, condign, refinery, hiding, riding, strident, Wyoming, shyness, flier, wire, shrive, Cliveden, conspire, by-word, plight, compile, cycle, Wyandotte, Meisterschaft, Cyprus, cypress, lyre.

I as in *it:* hit, lit, knit, pit, bit, sit, pin, bin, miss, kiss, fill, hiss, still, swish, swing, sing, fling, sting, dispute, distend, dispense, discourse, fisher, pitcher, witchery, uplift, thrifty, drifting, lifting, bricks, prolix, affix, tarnish, varnish, intend, sinful, brimful, fixture.

Words with *u* as in *lure*: pure, sure, truce, induce, traduce, conduce, allure, tribute, salute, dispute, collusion, confusion, allusion, destitution, constitution, compute, refute, duty, dutiful, dutiable, duplex, curious, curiosity.

Words with *u* as in *up*: cup, upper, uptown, cut, rut, shut, but, butter, shutter, cutter, flutter, lustre, fluster, hustle, bustle, rustle, scuttle, shuttle, smut, fructify, hunt, sunken, drunken, rung, sung, hung, bundle, trundle, dusty, rusty, thrust, custard, mustard, custom, customer, trusting.

Words with *oi, oy*, as in boil, moil, spoil, foil, boy, buoy, floy, alloy, annoy, destroy, poise, noise, choice, joys, hoist, parboil, noisy, tinfoil, oyster, oily.

Ou, ow, as in out, pout, lout, rout, shout, flout, about, spout, row, now, bow, endow, bower, tower, shower, howling, scowling, fowler, rebound, confound, mound, redound, rouse, house, mouse, carouse, doubtful, outer, hourly, powder, cower, glower.

The above lists comprise but brief extracts from exercises used for drill. It might be well also to add further extracts from exercises on combination of consonants.

Words containing *pl, bl:* play, pleat, bleat, plow, place, platter, plenty, plunder, blunder, plight, blight, plume, bloom, blossom, blessing, bluff, plaster, placable, pleasant, pleasure, blindness, blandness, bluntness, bleach, plunge, blasting, blame, blade, plate, plaite, plank, platform, blank.

Words with *fl:* flay, flame, flavor, flash, flatter, flowing, flood, flying, flounder, flush flurry, fleet, fleecy, flue, flew, fluster, flower, flaunt, flawless, flippant, flinch.

Words with *kl, cl, gl:* clay, claim, clap, clamp, clash, clang, clam, clan, cleave, clyde, climber, clipper, cluster, glide, glitter, clatter, glossy, gloaming, glue, Gloucester, gladness, clad, clothes, clothing, cloak, cloves, cling, gliding, gloves, glum, glory, glorious.

Words with *sl:* slay, sleigh, slate, slain, slander, slam, slim, slum, slash, slush, sling, slyly, slanting, slender, slough, sloppy, slazy, slighted, slack, slur, slovenly.

Words with *cr:* crape, crab, cradle, crate, crayon, crawling, crane, crash, creep, creature, cringing, chromo, crumb, crumple, crushing, Christmas, Christian, crude, cruel, cremate.

Words with *pr*, *br*, as in pray, bray, pry, prow, brow, preach, breach, press, presence, present, pretend, pretence, premonition, preternatural, prove, process, produce, proceed, procedure, brawl, broom, bromide, brooch, broach, broth, brown, browbeat, break, broker, brokerage, brittle, bring, bracing, prudence, pride, proudly.

Words with *gr:* greatness, gruel, granary, graceful, greenhouse, groundless, grandly, groan, group, grenadier, gruff, gravity, greediness, Grampion, grail, gray, grievous, gracious, engrave, ingrain, degrade, engraft, congress, retrograde, grinding, grouse, gradual, growlers, grapery, grudge, graduate.

Words with *ex:* explain, exceed, exclaim, excuse, exhaust, example, exhaustion, exertion, extend, examine, external, examination, expect, export, expectation, expel, expulsion, expend, expand, expunge, expansion, expire, expiration, extension, exist, exasperate, extirpate, expatriate, exempt, example, exhibition, explain, explode, exploit, exult.

Tr: traduce, train, tradition, trading, trader, trapeze, tragic, trachina, trashy, trapper, trailing, tracery, tramcar, trend, trenchant, truss, tramp, truce, truculent, trickle, Troy, treplune, tray, trumpet, treasury.

Ch: chain, chap, chat, chair, char, cheer, chide, chime, chin, chip, cherish, church , childish, chowder, churning, cheating, churlish, cheese, chase, chore, cheerful, chasten, chastise.

Y: Year, yawn, yawl, yeast, young, yell, yesterday, Yeddo, yonder, yolk, Yokohoma, yarn, yearning, yes, yet, Yankton, Yarmouth, Yonkers, Yankee, yawn, Yale, yellow.

Ks: bricks, sticks, tacks, tax, axminster, relax, complex, taxes, taxation, exertion, reflex, sacks, mixing, mixture, fixture, locks, trossachs, Essex, car tracks.

Ness: goodness, completeness, smoothness, hardness, brittleness, smallness, directness, nearness, kindness, wickedness, softness, thoroughness, distinctness, mustiness, business, fussiness, bluntness, sweetness.

Rs, rz: discourse, rehearse, concourse, impairs, recurs, furze, furs, pierce.

Rt: depart, report, Agincourt, Sea Girt, hurtful, partridge, Temple court, impart, courteous, startling, Delsarte, departure, comport, retort, fine art.

Rd: retard, absurd, shepherd, blackbird, fired, desired, hard, dullard, eastward, seaward, upward, Barnard, dooryard, westward, Girard, forward.

Rl: unfurl, gnarl, pearly, yearly, early, burly, uncurl.

Tl, dl: metal, petal, pedal, medal, little, kettle, settle, brittle, prattle, natal, fatal, shuttle, throttle, battle, scintillate, paddle, hurdle, candle, handle, treadle, trundle, bundle, addle, feudal, curdle, needle, beadle, nettle, gentle, girdle.

Words ending in *rt:* art, hart, dart, part, cart, mart, tart, chart, Delsarte, depart, impart, start, pert, impertinent, curt, shirt, dirt, flirt, fort, retort, distort, import, exhort, deport, comport, short, snort, sport, disport.

Words ending in *rl:* snarl, marl, Carl, purl, curl, girl, whirl, churl, furl, early, surly, burly.

Words that end in *sk:* bask, task, mask, unmask, cask, husk.

Words that end in *st:* baste, haste, taste, waste, chaste, east, beast, feast, least, host, boast, coast, toast, roast, compost, post, most, outermost, uttermost, inmost, signpost, rust, just, crust, incrust, unjust, justice, injustice, must, trust, intrust, intrusted, richest, wisest, largest, worthiest, busiest, heaviest, smallest, truest, nicest, best, unrest, compressed, undressed, detest, behest, contest, farthest, whitest.

Words ending in *ian, ion:* version, tension, pension, mention, position, faction, fashion, traction, fraction, exaction, question, friction, suction, fruition, complexion, attraction, gravitation, repulsion, connection, objection, negation, affirmation, detention, destruction, intention, conjunction, exclamation, completion, adhesion, incision, decision, Indian, plantation, contemplation, detraction, extension, expansion, contraction, education.

Words beginning with *con:* Confound, conceal, confess, concede, confusion, confide, consider, condemn, conduct, conduce, consul, confine, congeal, construct, constrain, confound.

Words ending with *ing:* doing, making, taking, having, saving, loving, moving, throwing, breaking, shading.

Words beginning, with *j:* James, Jane, jail, jade, jam, jasper, jar, justice, gin, gill, jeer, jesting, jester, jealous, jealousy, gentle, gentleman, gesture, Jew, Jewish, genesta, jacquemot, jelly, jet, jetty, gender, jerked.

IV.

OBSCURE PHRASES FROM KNOWN WORDS.

Leaving the lists of words as mere excerpts from fuller lists. I take up next by natural sequence the unknown or unfamiliar phrases from a given or known word or words.

Whether we go or stay.
Whether you write or not.

Whether or not it will pay you.
Whether the train will wait.
Whether the fair will succeed.
Whether the child understood.
Whether the bank close.
Whether I return or not.
Whether it will clear off.
Whether the invitation was received.
Where the road turns.
Where the church now stands.
Where the hotel once stood.
Where I came from.
Where I spent the summer.
Where the hammock hangs.
Where the birds build their nests.
Where it would be seen.
Where the men smoke.
Where I keep the silver.
As if it were summer.
As we are able.
As you please.
As the time allows.
As we left the house.
As the door closed.
As the horse started.
As I heard the bell.
As the crowd passed by.
As I turned around.
As the wheel revolved.
As the sun went down.
As she opened the box.
As he lighted a cigar.
As was reported.
As I have told you.
As you often remark.
As was supposed.
As the roof fell in.
As my father said.
What gloomy weather.
What a dull evening.
What charming flowers.
What a comfortable chair.
What severe cold.
What a tall building.
What delicious muffins.

What agreeable girls.
What a grand view.
How swiftly the time flies.
How early winter is over.
How kind hearted she is.
How much he gives away.
How pleasant it seems.
How sudden his death was.
How tall the hotel is.
How long you have been.
How slowly she improves.
How deep the snow is.
How hard the work is.
Till to-morrow.
Till next week.
Till you come.
Till I hear from you.
Till the steamer arrives.
Till the roses bloom.
Till the house is finished.
Till dinner is over.
Till the lecture begins.
Till we feel tired.
Till she gets well.
Till we meet again.
If the weather is fine.
If you think best.
If the doctor permits.
If you prefer it.
If you are willing.
If we have time.
If I possibly can.
If you will go too.
Such a fine day.
Such a clear voice.
Such a queer house.
Such a vast building.
Such a beautiful girl.
Such a good woman.
Such a fearful noise.
Such a grand church.
Such a neat chambermaid.
Such a nice room.
Such a low ceiling.

IT IS:—*It is* in the bureau drawer.
It is on your own responsibility.
It is near that large oak tree.
It is like the days of my childhood.
It is such a fortunate occurrence.
It is east of the city of Albany.
It is such a fortunate occurrence.
It is too high priced for my means.
It is under the magazine you were reading.
It is as good as he deserves.
It is no more than everybody expected.
It is as light as thistle down.
It is as good as a new one.
It is as desirable as any of them.
It is as far as one could walk.
It is nearly out of sight.
It is as much as I can carry.
It is nearly perfect as I could make it.
It is as correct a likeness as she ever had.
It is too cold to sit under the trees.

IN AN:—In an easy chair.
In an old house in the country.
In an unenviable frame of mind.
In an east wind at sea.
In an inn on the road.
In an icy atmosphere on the plain.
In an ear of new corn.
In an hour and a quarter precisely.
In an empty old church.
In an upper room of the hotel.
In an idle hour on shipboard.
In an early train to the city.
In an old colonial mansion.
In an unenviable position.
In an urgent case of fever.
In an uptown elevated train.
In an army tent in the field.
In an array of old finery.
In an undertone in the sick room.
In an even tone of voice.

CAN:— Can see the Catskills on a clear day.
Cannot eat tomatoes.
Can play a good game of whist.

Can take a long walk without fatigue.
Can dance gracefully.
Can go there next week.
Can lift a heavy chair.
Can sew very nicely.
Can usually eat a good dinner.
Can sleep soundly all night.
Can tell an amusing story.
Can sing with much good taste.
Can exercise the right of voting.
Cannot go to the same place.
Can paint on China and silk.
Can aid her if she tries.

YOU WERE:—You were just going to say.
While you were on the way to the club.
While you were sewing I walked down the room.
As you were asleep I rapped on the door.
You were so busy I disliked to disturb you.
You were eating some berries as I passed.
You were lying in your hammock then.
You were too much occupied to notice it.
You were traveling at the same time.
You were out in a boat looking for lilies.
You were wondering who that artist was.
You were under no obligation to go.
You were too sensitive about it.
You were always studying up a special subject.
You were out on deck when land was sighted.
Do you think you were expected so early?
They said you were out when I called.
Where were you while she was singing?

AND THIS IS A:—And this is a favorable time for it.
And this is a very good specimen.
And this is such a fine opportunity.
And this is a mile nearer the station.
And this is a fine day after all.
And this is a small portion of the estate.
And this is a very dry season.
And this is a very singular circumstance.
And this is a proof of its value.
And this is a favorable climate for him.
And this is a chair my father used.
And this is a dress that would suit you.

And this is a book I very much wished.
And this is a good time to go there.

THIS IS AS:—This is as much as I require.
This is as far as the fire extended.
This is as large a house as they require.
This is as near the city as I care to live.
This is as young a horse as he could find.
This is as clear a day as one could desire.
This is as fast as I could walk.
This is as much as I was told to pay.
This is as good as she had reason to expect.

YOU ARE TO:—You are to take the train at Copak.
You are to send the articles by mail.
You are to sign the document opposite the seal.
You are to go there tomorrow to lunch.
You are to take the powders twice a day.
You are to send a reply by the messenger.
You are to leave the book at the Mercantile.
You are to keep this a profound secret.

SINCE IT IS:—Since it is so cool I will take a wrap.
Since it is early we might take a walk.
Since it is such an old house, it must be taken down.
Since it is generally believed, I suppose it is true.
Since it is one of the family we must yield.
Since it is so expensive, I must look for another.
Since it is broken I must keep the violets in a glass.
Since it is inevitable, I shall endure it bravely.
Since it is so near, you can come often.

DO YOU:—Do you agree with that statement?
Do you ever receive flowers from Englewood?
Do you ever draw or paint?
Do you clean house both spring and fall?
Do you remember the chapel of Marie di Medica?
Do you hear from your sister every week?
Do you like to sail up the Hudson?
Do you expect to go abroad again soon;
Do you succeed in keeping ferns all winter?
Do you carry a shopping bag often?
Do you ever dream of heaven?
Do you think socialism will ever prevail?
Do you try to make calls frequently?
Do you reach home in time for lunch?

Do you feel able to practice gymnastics?
Do you suppose that brooch will be found?
Do you fancy Chinese decorations?
Do you take long walks in winter?
Do you drink chocolate at lunch?

COULD NOT:—Could not take it this morning.
Could not eat any breakfast.
Could not see the stars last evening.
Could not reach the train till too late.
Could not find my way back to the road.
Could not get into the omnibus.
Could not hear what she said in the car.
Could not get admision to the palace.
Could not save the patient by any effort.
Could not touch the floor with her fingers.
Could not make the child obey.
Could not find the dress pattern for her.
Could not carry the satchel to the car.
Could not learn to play the piano.
Could not wish you a greater happiness.
Could not eat oysters though she tried.
Could not pass the florist without stopping.
Could not raise the sunken vessel.
Could not hear the car as it whirled past.

IS AS:—It is as warm as any day this week.
It is as far as she ought to walk.
It is as neat a room as one could wish.
It is as many as I care to have.
It is as good a light as a gas jet.
It is as interesting a book as one could find.
It is as much as he can do to pay expenses.
Mt. Everett is as good a point of view as any in the Berkshires.
My sister is as proud as Lucifer.
She is as far advanced as her brother

DID:—Did you see the chateau of St. Germain ?
Did she succeed in finding her dog?
Did the sermon prove interesting?
Where did those wild flowers grow?
How did she endure her long journey?
Did he lose a large sum in the speculation?
When did you hear from your cousin?

Did you ever see Queen Victoria while in England?
Who did you say bought the pictures?

FATIGUE—It is fatiguing to remain long in one position.
She is easily fatigued since her illness.
It is fatiguing to most persons to climb a hill.
She could walk a long distance without fatigue.
He felt much fatigued at the end of his day's work.
He could run a quarter of a mile without fatigue.
Be careful not to fatigue yourself with sewing.
One should be careful to rest when fatigued.
It is most fatiguing to keep up with a guide.

SHIELD—The warrior was carried home on his shield.
A shield is of no use in modern warfare.
He shielded her from the storm with his coat.
Nothing could shield him from the penalty of the law.
The Lord is my shield and buckler.
She shielded her eyes with a hand screen.
The shield was emblazoned with heraldic devices.
The awnings shield the party from the storm.

YOU.—You seemed absent-minded while we were talking.
You may do what you think best in the matter.
You are as earnest as it is possible to be.
You are mistaken it seems to me.
You did the errand to our entire satisfaction.
You ought to be careful of your eyes.
You took the wrong umbrella I think.
You have seen the latest academy exhibition.
Have you read the last number of Harpers?
Where did you say the ink was?
You resemble an English woman I once knew.

COLLECT.—I collected a number of foreign coins.
He employed an artist to collect curios.
She collected the broken fragments of the vase.
She succeeded in collecting $1000.
Last summer he made a collection of butterflies.
How did you collect so many fans.
He tries to collect his thoughts.

PECULIAR.—The English strawberries have a peculiar flavor.
That picture has a peculiar atmosphere.

The lateen sails are peculiar to the boats of the Mediterranean and Lake Leman.
The peculiar peasant costumes of France are fast disappearing under the influence of Parisian fashions.

GROUP.—The class was photographed in a group.
The potted plants were grouped about the chancel.
The statues of the Roman emperors were grouped in the southern gallery.
The disaffected employees gathered in groups on the sidewalk to discuss the situation.

PURCHASE.—We purchased views or other souvenirs in every town we visited.
The plaza at 58th Street was purchased from Mr. Hutchinson.
The screen was purchased by English capitalists.
Mr. Thompson purchased a ranch in Colorado.
They went down Broadway to make a few purchases.

OWN.—The family own the farm on the hill.
Tiffany's establishment is owned by a stock company.
The house was built after his own design.
The daughter kept her own horses and carriage.
The decorations were his own idea.
He did not recognize his own horse among so many.

PASS.—The party rode through the mountain pass on horseback.
The congressmen formerly traveled on free passes over the railroads.
Several funerals pass here every Sunday.
We passed over the great bridge at night.
The ladies passed each other on Broadway.
The pickpocket passed the watch to an accomplice.
He was found guilty of passing counterfeit money.

REQUIRE.—It requires long practice to become a skilful workman.
The man was required to sweep the sidewalk before six o'clock.
The suit will require six yards of cloth.
Where much is given much will be required.
The mistress required the housemaid to wear a cap and apron.

He could not perform all the duties required by his employer.
She required constant attention during the night.

DESTROY.—He destroyed those fine old trees to obtain a view of the river.
The sparrows destroy the wheat.
Our fruit was all destroyed by the robins.
The papers were destroyed by the fire.
The ancient castle was destroyed by the mob.
Grandmother destroyed the old deeds to prevent any trouble.
The harsh climate has destroyed her voice.

PROCURE.—The builder found it difficult to procure competent workmen.
He procured a passport before starting for Russia.
He procured every fruit the market afforded for the invalid.
She procured two Swedish servants to bring to America.
The lawyer procured a type-writer at Cooper Union.
He could not procure a sufficient number of painters.

V.

THE TOWER OF LONDON.—AN EXERCISE IN THE READING OF CONNECTED LANGUAGE.

LONDON, July 28th.

At the bottom of one of London's busiest streets rose the vast, stately, solemn Tower, looking down on the tide of traffic, and on the Thames as calmly as it looked on the Royal wedding processions that emerged from its postern gates on their way to Westminster, centuries ago; on the knights of the crusades as they departed on their missions to the Holy Land, and as they returned to the Norman chapel to return thanks for victory; as it looked at the dark boat shooting along the water. bringing to the Traitors Gate, Elizabeth, Lady Jane Grey, and other distinguished prisoners.

I seemed to be going back to the dark ages, the days of tyranny, unbridled power, jealousy, and bloodshed where neither womanhood, nor infancy, virtue, valor, genius, nor even royal blood were spared from the cold, sharp axe of the executioner; where thumbscrews and every other instrument of torture mutilated the human form divine. There stood the Beauchamp Tower, where noble victims, once the favorites of a fickle court, and of a still more fickle fortune, languished in dungeons, hoping, no doubt praying, for release, till hope at last died at the beckoning of the executioner who led them to the block and

severed the noble brain from the loyal heart. I passed through the Bloody Tower, now no longer shown to the public, where the two innocent princes were so foully murdered, thence to the Wakefield Tower which, in powerful contrast, holds the royal and most dazzlingly brilliant regalia of British sovereigns.

The gold altar plates, the enormous gold salt cellars elaborately decorated with designs in respousse, the scepters of gold surmounted by the globe, signifying dominion, and surmounted by the cross, both set with precious stones, the enormous maces of gold borne before royalty at the coronation ceremonies, the gold crown of the Prince of Wales, the crown of the Queen Consort, the queen's crown embellished with diamonds and gems, and surmounting all, that modern *chef d'ouvre* of the jewelers' art, Queen Victoria's crown made in 1838. The base consisted of rows of gems an inch in width, above which alternated the fleur-de-lis and maltese cross, all of sparkling diamonds and colored gems; above these the four arched bands meeting over the velvet cap, and surmounted by a diamond globe and this by a maltese cross. In the front is the famous sapphire and the superb ruby of the Black Prince. The crown was bordered with ermine, the symbol of power and purity. Truly, it seemed a crown for a god rather than for a human being.

The walls were adorned with cases containing the collars, medals, crosses, and other insignia of the orders of the Garter, the Bath, and other Knights.

The banqueting halls where once rose the cheers of the crusaders or the toasts to the royal brides, now display the weapons of all nations and times, the coats of arms worn by noble knights and royal kings in tournaments on many a battle field of British prowess.

The figure of Elizabeth on horseback after the destruction of the Spanish Armada looked down on these silent mailed warriors of the olden time.

The dungeons of Beauchamp Tower, once so dark and damp with but a line of light but now thrown open, reveal the carving on its walls of the names, mottoes, coats-of-arms, and last prayers of its wretched inmates, while in the adjacent chapel lie their mortal remains, resting peacefully at last, till the judgment day when the murderer and his victim shall stand before the Great Judge.

In selecting language for dictation I have at the request of pupils, taken extracts from the diaries which I wrote concerning my travels, these proving to be of great interest. During these

dictation exercises questions were asked concerning the subject, and these gave numerous opportunities for practice in conversaation.

As nearly as I can estimate, after the first few lessons one half the time of each lesson was devoted to conversation. The first ten minutes would be occupied with a drill on the elements, and senseless compounds, then followed by a drill of equal length on words followed by phrases, or sentences, and the last half hour by dictation of connected language and conversation.

Progress in connected language was at first quite slow, owing to the necessity of numerous repetitions of difficult words, but after a certain degree of proficiency had been attained, the lessons were a source of pleasure to both teacher and pupil.

VI.

SOME RESULTS OF THE METHOD.

That this method has produced fairly good results may, I think, be seen from the following cases:

One of my first adult pupils was Miss Rogers, a bright and thoroughly charming woman who informed me that she was betrothed to a member of Congress, whom she would marry in case she acquired the art of lip-reading, an acquirement quite essential should they reside in Washington, where they would be obliged to receive and entertain both personal and political friends. Failing to learn lip-reading she should break her engagement. It is perhaps needless to remark that she proved to be a most earnest and indefatigable pupil, coming every afternoon for a lesson, and improving her time at home by practicing with others and also alone before a mirror.

After being under instruction for a period of three months, she was unexpectedly called out of the city to her home in the west. At this time Miss Rogers could repeat instantly every sentence I dictated to her from my exercise book, and also impromptu descriptions of persons, places, objects of art, as well as ordinary conversation. I was told later by the lady who first came with her to me that she married the congressman and, I suppose, lived happily ever after.

Another case of peculiar interest was that of Miss Alice

Tyler, who in 1886 lived in Plainfield, New Jersey. At that time she was a beautiful girl of eleven years and was undergoing treatment by the late Dr. Cornelius R. Agnew for a disease of the eyes which had the appearance of being partially covered by cataracts. One day Dr. Agnew observed that her hearing seemed defective and within two weeks she became totally deaf. The physician in response to the inquiry of the parents for advice, suggested that the family remove to New York in order to place the daughter under my instruction. The father replied that in the following autumn he would do so. Dr. Agnew said, "If you wait till autumn, your daughter's voice will probably be gone." So the family removed in February and entered Miss Alice in my class. Fortunately she could read and write. On the other hand, however, she was now totally deaf, and could only see sufficiently to read books printed in extra large type, and written language only when done in large letters and with a heavy line crayon or pen. She received the same amount of individual attention in lip-reading as another pupil would receive in articulation; and in addition, a personal talk after school hours. In her case for the first time I learned the utility of the manual alphabet, to which I resorted when she was unable to understand a word from the lips and to save her eyes from the strain of trying to make out the written word which must have necessarily been dim.

By placing her quite close to her teacher and in an advantageous light she was enabled, even though doubly handicapped, after a few weeks, to pursue her studies in the common English branches. She was frequently cautioned against straining her voice, and was made aware that *sometimes* loss of hearing resulted in a harsh voice. Consequently she spoke always in a mild and pleasing tone, often inquiring if she were speaking too loud.

At the end of four years, she, with the entire family, removed to the suburbs of Brooklyn, owing to the ill health of her older sister and brother, who had both left college "till health should overtake education." Long before that time, however, Miss Alice was able to understand nearly everything that was said to her by either friends or strangers, and now, notwithstanding her imperfect vision, which, however, is now slightly improved, she

comes over to New York alone, does her shopping, and says she understands readily all that is said to her the first time.

Her father stated that at the summer resorts, where she is an object of interest, he always takes pains to speak of the method and the teacher by which his beloved daughter not only retained her voice in its natural quality, but acquired the art of understanding others. Thus the knowledge of the oral method is extended in a convincing manner.

Another pupil of mine, a married woman under thirty years of age, who was gradually growing deaf and had taken lip-reading lessons twice a week for a year, related the following incident:

Her husband purchased tickets for the theater and in order that she might hear the play if possible, selected seats in one of the front rows. She told me that she could not by ear distinguish a word, but by using her opera glass she could understand nearly all that the principal characters on the stage said.

Permit me to mention one more instance for our encouragement, and do we not in the arduous duties whose results are necessarily less than we strive to attain, need all the encouragement possible?

A young woman, who, at the time, was one of society's most popular rosebuds, found to her great regret that her hearing was gradually becoming impaired. Upon the advice of her physician she called on me and began lip-reading lessons which were given twice a week for a period of two years, minus the summer vacations of five months each. She stated that at the Patriarchs' ball a man sitting opposite her at supper entered into conversation, and she, though unable to hear his remarks, understood them from his lips and could thus carry on the conversation. Is not this, at least relatively, the accomplishment of our object, viz., the restoration to society of the deaf by training the sense of sight to perform the office of the sense of hearing?

THE AMERICAN INSTITUTIONS FOR THE EDUCATION OF THE DEAF.[1]

G. FERRERI, ROME, ITALY.

Higher Education for the Deaf in America.

Every time that we are told, and the newspapers repeat it among their humorous notices, that in America the Deaf attend the Universities and even succeed in taking degrees there, we are greatly astonished and raise doubts as to the sincerity of the assertion.

This is owing principally to the circumstance that we are not able to emancipate ourselves from the ways and institutions of our own country, and from this comes as a necessary consequence that we judge of the end without distinguishing the diversity of means. And yet we have in neighboring Switzerland the institution of free Universities, where one may be admitted on an examination in Latin and Greek, or rather on the elements of these languages, and every one may attain the different degrees there, not excepting those of medicine and law.

But we in Italy cannot conceive of a University otherwise than as the continuation or completion of the long and laborious course of studies in the Gymnasium and Lyceum and Technical Institutes. Therefore when they tell us that in America even deaf-mutes attend the Universities, the first idea presented to our minds is that of graduation from our Lyceum. And from this comes our erroneous judgment of the fact, and the doubt whether this is not one of the usual American stories.

It will not be useless, therefore, to give some explanation of the matter, gained by personal observation, as I had the opportunity to study the problem on the spot itself. Before seeing the great variety of colleges and universities, two kinds of institutions which are in many cases identical, I, also, could not conceive of

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[1]Translated for The Association Review by the author. Begun in the June, 1904, number.

such a thing as deaf-mute graduates, except a few rare exceptions. Now, however, this seems to me a perfectly natural thing.

But first allow an observation, which may seem ingenuous, but in our case is quite to the point. The admission to the courses at the Universities of the United States does not require a diploma from a Lyceum or Technical Institute, for the simple reason that these institutions do not exist there. One might object that, although they do not exist in form and name, still they exist in substance, and that they demand the sum of knowledge which would amount to the same thing as the diploma mentioned. But, in so thinking, we have still the fixed idea that the American Universities are like ours. This idea we must abandon. In the United States, after the courses of the primary, middle, and grammar schools, there are the so called High schools, which about equal our Gymnasium and Technical schools if the one did not distinguish itself from the other by the variety in quantity and quality of its programs.

Instead, they are preparatory schools to the higher studies, and the difference between them is as multifarious as in the means and end of the colleges and universities. Indeed, one must add that as the preparatory schools,—which abound as private schools,—have an almost infinite variety of aim and of program, it might happen that a young man who presents himself for admission at a University, would be obliged to pass a special examination for admission in order to show that he has some knowledge of Latin and of the elements of Chemistry, if he wishes to enroll himself for the courses of mathematical-physics and of medicine.

But one cannot speak of this either, in a general manner, because the liberty in teaching, as practiced in the United States, is such that each college or university can demand entirely different conditions for the entrance examinations. So much so, indeed, that one or two of the most noted universities distinguish themselves from the others not alone in the different conditions for admission (special examinations), but also in regard to the final graduation (examination for diploma and to confer degrees).

This point of difference being established between the Insti-

tutions for higher studies in America and our Universities where the passport always and everywhere is the same: the graduation from the Lyceum or from a Technical Institute, let us pass on to examine what deaf-mutes frequent the universities of the United States and in what conditions they find themselves in regard to their fellow-students and professors.

Here another important distinction is necessary: whether we treat of general universities, or of special institutes with the power of conferring degrees. In the second case, as regards deaf-mutes, we can only speak of the National College of Washington. And it is easy to imagine what happens there. The deaf of rare talents, with special aptitude developed and perfected by a course of prepatory study of twelve to thirteen years, pass on to the College to continue the studies already begun, rising step by step until they obtain a general culture such as a good student might have who had attended with profit our Gymnasium and perhaps the first two years of our Lyceum; that is, concerning the elements of arithmetic, of physics, and the knowledge of ancient and modern languages in their written form. As regards, however, other branches, the program does not extend beyond an elementary course of art, rational philosophy, economics, politics, and national history.[1]

The attendance at these courses and the following of the program are facilitated by the methods applied, and above all by means of communication and of correction, that is, by the manual alphabet and writing. As one may easily perceive, the Deaf continue in this manner to be isolated from speaking society. The form of boarding school also, where the students pass the greater part of their time, aids this isolation. It should be noticed that in all the colleges and universities of America, the students live together in special boarding establishments annexed to the Institute of the various branches of study and their application.

As I have observed in another place, for some years past the Deaf from the Oral schools also have commenced going to the

[1]Notwithstanding the differences noted, there still occurs in this same National College of Washington, the phenomenon, already alluded to, of the selection of those of less intelligence, as I shall have occasion to demonstrate in another chapter.

National College of Washington. For them the College provides a supplementary and optional instruction in articulation, which may be said in parenthesis, does not correspond in my opinion with its object, which should be that of correcting and improving the pronunciation of articulate speech already learned by the student. I do not mean to say that this provision is useless; only I desire to note that the efficacy of oral teaching, whether in its principles or in the process of perfecting and correcting it, does not depend alone on the merit of the teacher or method used, but also on the environment and on the length of time dedicated to it.

From this comes perhaps the lack of faith in this College among the teachers and Principals of the Oral schools. It happened several times that I heard unfavorable criticisms on this Institute, not because it is not considered, as it is, indeed, an institution unique in the world, but because they think that when the deaf-mute arrives at a certain degree of culture he should associate with the normal and follow with them the course of higher study. I do not share in this opinion except in certain cases of which I am about to speak, and I do not believe that a deaf-mute can follow with profit the courses of literature in the universities and colleges of the Hearing. Permit me a slight digression here in order to explain my idea better.

In a brief article published in the Nuova Antologia, of Sept. 1st, 1902, the Senator Villari presented an essay by a blind youth, called the "Psychology of a blind student." (L. Ansaldi). From this article and essay it is easy to obtain a clear idea of the possibility and the suitableness of a blind person attending the courses of philosophy and literature in the university. In such a case, in fact, the communication between the professor and the students is based upon the natural process, and there is no need of a substitution of senses, nor of any special means or didactic expedients. The blind student can say to his professor what Marco Lombardo cried to Dante Alighieri, through the dense smoke of Purgatory:

> "Thee will I follow, far as is allowed me,
> He answered; and if smoke prevent our seeing,
> Hearing shall keep us joined instead thereof."

This, however, would not be sufficient if the blind should substitute for courses in philosophy and literature those of natural history, chemistry, medicine, engineering, etc. Now, just the contrary occurs in the case of the Deaf.

As for the Blind, it is impossible to follow the instruction which is based principally upon visual observation, just so the Deaf cannot follow an instruction whose value depends entirely upon acoustic comparison. Therefore, I believe that as the Blind must content himself, when he places himself on an equality with normal persons in the higher schools, to follow the courses in literature, history, and philosophy, just so the Deaf must limit his aspirations to the study of the branches of physics and mathematics in their mechanical and esthetic application.

An extreme oralist (for there are such even in America) might object that the Deaf by means of an easy substitution, may gather from the lips of any professor the instruction in literature and science. No, this is not possible. Lip-reading has its limits. And without considering what might come into oral instruction of Latin, French, Greek, and German, of all the languages in short which have not been learned by means of a long analytical-synthetic training in the special schools, one may affirm that the ability to read from the lips the intercourse of practical life is all that the deaf-mute can acquire or hope for. To promise more would be to give bitter disappointment. More cannot be given by even the most perfect oral school. The eye cannot follow speech spoken in the natural and rapid manner in which it is spoken in the University lectures and academic readings. Hence it is necessary that the Deaf, even when limiting himself to the easiest branches in respect to his limitations, must place himself in every case in an independent position in regard to the teacher. And this is exactly the contrary of what happens in the special school. Here it is the teacher who must go to the pupil, there, instead, the pupil must adapt himself to the instruction and follow the teacher. It is not, in short, a case where one can invoke the application of special didactic means.

Now, the American deaf-mute who has determined to enter some college or university, always prefers, for the reasons given above, the courses of physics and mechanics. And when they

speak of deaf-mutes who have taken a degree in law, it would be well I think, in such a case, not only to investigate the intellectual conditions of the individual in question, but to find out what kind of deafness and deaf-mutism we have to do with, and in every case to make the necessary reservations as to those whose office it is to give the degree in these cases. But my experience on this point is limited.

The four deaf-mutes who last year attended Harvard College (Cambridge, Mass.,) were all enrolled at the department of science (Lawrence School), and, besides having the help of their hearing fellow-students, they also helped themselves with text-books and with lessons specially copied for their use, so that their presence at the lessons did not involve any special attention towards them on the part of the professor.

If, besides the circumstances noted, we consider the particular conditions of the American Universities, and what a large part is given to practical teaching in some departments, it will not then seem such an extraordinary thing that a few deaf-mutes should attend a university course. Neither is there any need for us to examine carefully the nature of their deaf-mutism, nor the aim of their studies. It is enough to notice that, while with us they vie with each other in keeping the students of every order in idleness, in the American universities they have constantly in view these two objects: the acquisition of positive knowledge, and the education of the intelligence.

But in order that the colleagues of Europe may have a clear idea of the facts, I will quote in full from what one of the principal newspapers of Boston (The Evening Transcript) published, June 26, 1902, in regard to these four deaf-mutes enrolled at the University of Harvard:

"For the first time in its history, it is believed, Harvard College has bestowed a regular degree on a deaf-mute. This week four young men afflicted in this way, two of them brothers, were graduated. The four are all entered in the Lawrence Scientific School, and all are planning to be engineers. They do not feel that they have accomplished great achievements, although their record is unprecedented. Their eyes have done double duty, the slightest motion of their instructors' and fellow-students' lips being full of meaning to them.

"Something of the credit due should be given to Professor James Love of the mathematical department and secretary of the Lawrence Scientific School, who, in order that they might better read his lips, cheerfully sacrificed his beard.

"These young men have gone about Harvard exactly like their fellows, except that they have been excused from certain oral tests, for which the blackboard and blue-book were substituted. Except for copying their companions' notes, it is likely that they have given to their classes as much as they have taken from them. In athletics, too, they have made creditable records, and at the same time each has been identified with the technical clubs in his own department of study, besides prosecuting some side line for amusement such as photography.

"One of them, Robert R. Pollak, made a European trip, working his ocean passage on a cattle steamer. He was born in Montgomery, Ala., in 1889, and for the first six years of his schooling he was under private teachers. Then he spent four years in the Northampton School for the Deaf. He was prepared for Harvard at the Browne and Nichols School. He intends to be a civil engineer. He is a member of the Browne and Nichols Club and the Harvard Engineering Society.

"Tileston Chickering, whose home is in Milton, intends to do further work in the Lawrence Scientific School, and will ultimately become a civil engineer. He is a member of the Harvard Engineering Society and of the Civil Engineering Club. He has a strength test of 600. His early education was gained at the Horace Mann, Berkeley, and Chauncey Hall schools.

"Homer C. Wheeler, of Peterboro, N. H., graduated at the English High and Manual Training schools, Cambridge, and he is a member of the Harvard Engineering Society. He has been somewhat prominent in golf, tennis, and baseball, and is fond of amateur photography. He has a strength test of 880. He expects to become a mechanical engineer.

"Melvin H. Wheeler, Homer's brother, carried on his studies in calculus, etc., with his brother at home, so that when he entered the Lawrence Scientific School it was for the third year's work. As he did not take the entrance examinations, he did not take a degree this year."

From this simple and ingenuous narration I draw two lessons: the first is, of the great importance they give to mechanical ability and gymnastic skill in the American universities; the second is, that they consider it meritorious for the student to belong to Clubs for culture or recreation....if, however, artistic or scientific.

There still remains to be discussed a question of great weight for us Italians: that of the final practicalness of a higher education for the Deaf. It might occur, indeed it is a thing we have anticipated,[1] to doubt if it were wise, or a serious error, to multiply the number of the unoccupied by giving a higher education to the Deaf instead of training them to exercise some trade. But, as usual, we are judging upon the basis of our conditions, and here, instead, we treat of the United States. Here, generally speaking, there is no hurry about starting the youth at some lucrative work, because this will become the more remunerative the better the preparation is to exercise it with intelligence and precision.

The American artisan rises in the exercise of his trade according to the culture of his mind, and we have another proof of this in the noted fact that the meanest and most fatiguing work is done by the negroes, and the ignorant and illiterate whom Italian immigration pours out in thousands on the shores of the United States.

The American workman not only is not illiterate, but he knows the theory which should prepare every mechanical work. I shall always remember the agreeable impression I received when visiting a school of Mechanics and Trades in Boston. There was a large blacksmith shop where there was assigned a forge with the accompanying tools to every two or three pupils for the blacksmith work in iron; the teacher explained the mechanical process of the transformation of a piece of iron into an object of practical utility. At an invitation of the teacher, all the boys in the workshop ran to seat themselves in the half-circle of the amphitheatre placed in a conspicuous part of the workshop, and followed the explanations of the teacher with great attention, writing in their note-books all that was said and explained to them. I understood then how really the theory associates itself with the practice; and I thought of the misery of the industrial instruction in our institutes, where the pupils should be taught a trade to earn their living, but too often they pass

[1]See my "Report on the proceedings of the International Congress of the Educators of the Deaf at Paris, 1900."

the time there in hurtful idleness for the lack of a rational organization of the manual teaching.

But let us not wander from the subject! As I was saying, in America an education never spoils one. They take due account of it in every position, and, as it is easy to understand, far more so than they do in classic lands, or among the nations of artists, for in study and culture the unfortunate can find the highest consolation and serenest elevation of the spirit; so that here in America it can never happen that one should regret having helped one of these afflicted beings to raise himself and to find a compensation for the physical outrage of nature in good intellectual and spiritual nourishment. The voluntary contributions of the public are given in aid of those unfortunates whom the Government is unable to help further than what is being done for the others. Helen Keller, the blind deaf-mute who attends at present the courses of Radicliffe College, equal to those of Harvard University, has been made independent for life and she can spend her whole time in cultivating her intellectual powers. The permanent fund for Thos. Stringer, the blind deaf-mute now placed in Perkins Institute for the Blind in Boston, reached, August 21, 1901, the sum of 2,356 dollars and 22 cents, and continues to increase every day, thanks to voluntary contributions and donations. In this way, private benevolence accomplishes a complemental office which, besides correcting the mistakes of nature, acts so that, to use Helen Keller's expression, "afflictions may be looked at in such a way that they become privileges."

(To be continued.)

CAMP CHOCORUA—A VACATION SCHOOL FOR DEAF AND HEARING BOYS.

S. G. DAVIDSON, MT. AIRY, PHILADELPHIA, PA.

Every teacher of the Deaf realizes the importance of utilizing to the utmost the years of childhood for the development and training of mind and character and for instruction in the three essentials for intercourse with the world—speech, speech-reading, and language. During the school year at our institutions, and throughout the entire term of ten or twelve years that the state allows the pupils, the most strenuous efforts are made to these ends. That more may be accomplished, children are admitted earlier to the school, the term is lengthened, methods of instruction are constantly modified and improved, and normal schools are established that teachers may enter upon the work with a better equipment. In every twelve months, however, there are from ten to twelve weeks during which all effort for the child's improvement is suspended. He is sent away to his home where, however much they may be interested in his progress, his relatives and friends are, as a rule, wholly ignorant of the means of promoting it. The speech so laboriously taught him and so carefully watched over by his teachers is but little used, both because of its imperfections and of his limited acquirements in language, which make intercourse by this means difficult and unsatisfactory, and so it deteriorates. But seldom is a hearing person uninstructed in the proper method of talking to the Deaf able to make himself understood by the child through lip-reading, and after a few tentative efforts in this direction, parents and friends usually lapse into the use of crude signs as the chief or only means of communication. So it generally happens that the child returns to the school in the fall not only with less of speech, speech-reading, and language than when he went home, but with what he retains sadly confused and with mental habits that greatly increase the difficulty of his instruc-

tion. He thereby not only loses the three months of his summer vacation, but the time that must be spent in recovering the lost ground.

The character of the child also frequently suffers from these long periods of idleness. "An idle mind is the devil's workshop," and there is no mind so nearly vacant as that of the deaf child withdrawn from those with whom he can freely communicate and cast among people who do not understand him and whom he cannot understand, and in whose occupations he is seldom asked to participate. It is hardly necessary to dilate upon the harm that, mentally and morally, must result from this state of affairs. To it may undoubtedly be ascribed, in a majority of cases, the acquirement of the evil habits that constitute such a serious hindrance to the advancement of many of our boys.

Moreover, while our large state institutions and, for those who can afford it, the smaller private schools, have proved on the whole the most effective means for the education of the Deaf, the life he leads there is not in every way conducive to the fullest and best-rounded development of the child. The conditions differ greatly from those among which he must live as a man. The work of the school is necessarily systematized to a regular routine, and the pupils are under constant supervision and direction. There are few opportunities for the exercise of initiative and independence of thought and action, or for the cultivation of the sterner qualities of character that count so much for success in life. This withdrawal from the world and the artificial conditions of living also makes difficult the instruction in certain important branches of knowledge. For instance, we all know how hard it is to give an adequate command of the language of everyday life, such as is not found in text-books, and for the employment of which the school routine presents few opportunities.

We cannot escape the annual interruption of our pupils' education by dispensing with the summer vacation, for to continue his studies the year round and for a long term of years under the usual conditions, without relaxation, would but produce the proverbial "dull boy," and the defects I have mentioned are inseparable from institution life.

For a number of years I had thought that for at least a part of the deaf a way might be found to save this wasted time and to continue through the summer months the work of the schools in such a manner as to preserve and improve on their instruction, and yet not duplicate their methods and environment, but rather supplement them in such a way as to supply their deficiencies in the imparting of knowledge and the development of character.

In the summer of 1902, I opened a small vacation school for deaf boys that I might make experiments along this line. The location, which was selected with a view to active outdoor life during the hot summer months, was at the foot of the Sandwich Range of the White Mountains in New Hampshire, and was in many respects an ideal one for the purpose. In a little valley, surrounded on all sides by forests and mountain peaks, we were isolated from the distractions of the world, yet had the advantage of close companionship with a small colony of cultured ladies and gentlemen, most of them connected with education, who had for years made this spot their summer home. Three miles away was a village where supplies and, if required, competent medical attendance could be secured. The boys, six in number, were made part of my own family, living with me, my wife, and infant son and my wife's mother and sister in a newly built summer cabin with a sufficient number of bed chambers to accommodate all and a large general room with a great fireplace where we gathered in the evenings or during inclement weather. Surrounding the cabin was a broad porch which served as a school room in ordinary weather. We boarded at a farm house, a short distance away, where all the colony took their meals and where nourishing fare with refined service was provided. Near at hand was a spacious, level field for athletic games, and a large, deep pool in a mountain stream for bathing.

My aim was to make life for the boys as different as possible from that they had led in school, as much as might be that of a refined home, and to provide the vigorous outdoor pastimes and other advantages of the usual summer camp for boys without the deficiencies noted in those that had come under my observation. There was but one rule, that no boy should leave the

neighborhood of the camp without permission, this being necessary for their physical safety. Two hours early in the morning were devoted to study, part of which time was given to writing a detailed journal of what they had done the day before and the rest to other forms of language work and to mathematics. The rest of the day was occupied with sports, as baseball, football, golf, etc., and in bathing, fishing, and tramping about the mountains. The evenings were given to reading and to games in which the whole family joined. Every effort was made to constitute speech and speech-reading the only means of communication among the pupils, and with the hearing persons of the colony, all of whom took a warm interest in them, it was the invariable method. No attempt was made this summer to give instruction *in* speech, though all teaching was *through* this medium, yet their improvement, merely through constant, unrestrained practice in the ordinary relations of life, was very marked. The father of one boy, after the return home, wrote me that for the first time he had been able to understand his son sufficiently to enjoy a conversation with him.

In all their sports and pastimes, as well as in their studies, I was the companion of the boys, and thus was able to keep a constant, but unobtrusive, oversight of their morals and manners, and also to give them instruction in many important matters that would never be touched upon in the classroom. Correction was always by suggestion and example, never by punishment. They were encouraged to take the initiative at all times, and were subjected to checks only on the rare occasions when their safety or health required it. Their moral and physical fibres were toughened by long tramps over the mountains and by other feats of endurance. Several acres of ground surrounding the camp were cleared of trees, rocks, and underbrush, not under compulsion but as part of the summer's frolic in which all the people of the place joined. The camp was kept in apple-pie order, each boy doing what he saw needed to be done, without orders or penalty for negligence. They learned to live together in harmony, to give and take without ill-feeling, to be respectful to and considerate of older people and ladies, and cheerfully helpful about the house. Several were completely cured of de-

fects in manner and bearing that had made them disagreeable to those about them. This was accomplished not in a day or a week, but as the final result of the summer's work. The early part of the summer was an exceedingly trying period to myself and others in the family, but I steadily adhered to my decision that there should be no rules, no punishment, and no scolding, but to cultivate in the boys individually, and in the camp as a whole, the spirit that would lead each to do the right thing because it was right and gentlemanly.

The term, this first summer, was ten weeks, but a short time, it would seem, to obtain appreciable results, yet after the boys' return to their homes their parents wrote most warmly of the improvement in speech, speech-reading, and language and of the growth in character they had observed. The principals of the schools from which the boys came also gave voluntary testimony to the benefit the summer had been to their pupils. Actions, however, speak louder than words, and a better proof of the satisfaction given is contained in the fact that, with the exception of one boy who had completed his education and returned to his home on the Pacific coast, and another whose parents could not afford to pay the fee, the same boys were all sent to us for a second and a third summer, and one father was so much gratified with the improvement in his deaf son that he has during the succeeding summers sent his two hearing boys along that they might have the same advantages.

In the summer of 1903 I removed the camp to a location a few miles from that of the first year, in order to make certain innovations experience had suggested, and everything being found satisfactory, it has been made the permanent site of the school. We now have the exclusive use of a large farm house, with the exception of a small part occupied by the farmer, his wife, and the help who provide our meals. One large room has been fitted up as a library and reading-room, with newspapers, magazines, and several hundred books suited to boys. In addition to the two hours study in the morning, the whole camp assembles here in the evening for an hour's quiet reading before retiring for the night. We are very healthfully located on the brow of a steep hill, almost the highest inhabited point in the

neighborhood, with a beautiful view of the mountains and valleys. There is abundance of room for sports, and a brisk walk of half an hour brings us to Lake Chocorua, a broad expanse of water with a gently sloping, sandy beach affording facilities for safe bathing and boating. In every direction radiate roads and trails leading to points of interest.

The spirit in which the work was inaugurated has been maintained and has been much easier to develop in the new boys entering because of the leaven of old pupils. As we have gained experience and increased our facilities, the results of the work have been better.

During the second summer there were twelve boys in the camp, eight deaf and four hearing. Last summer there were eight deaf boys and eight hearing. The association of the deaf with the hearing under the conditions of our camp life was advantageous to both classes. To the deaf it gave abundant practice in speech and speech-reading and unrivalled opportunities for the acquisition of colloquial English, and it also influenced their character, making them more alert and vivacious. The hearing boys learned to be considerate and thoughtful for others. The deaf were the more industrious, steady, persistent, and painstaking in study, work, and play, and more responsive to advice, and in these ways they exerted a modifying influence upon the character of the hearing boys. There was no distinction made on account of hearing, and the boys chummed together in entire disregard of this physical difference. On their fishing excursions, when each was permitted to select his partner, more often than not a deaf and a hearing boy went together. At the close of the term, a deaf boy received the unanimous vote of the others as the most popular boy in the camp.

The two hours' study in the morning was continued. The boys being of various ages, ranging from eleven to eighteen years, and at different stages of advancement, each was given the work best suited to him. They were assigned enough to keep them closely occupied for the full period, and if all had completed their work within the required time, we took our lunch boxes and started on an all-day tramp to some distant point of interest, or if the weather was favorable, paired off for fishing

up the numerous trout streams. If a single pupil had failed to finish within the time, we all remained about the camp the whole day. Among the boys were several who were backward in their studies, and experience had shown me that this was always due to inattention and lack of concentration, therefore this rule was adopted as the best for compelling the cultivation of these qualities. That it worked is shown by the fact that on but few occasions was it necessary for me to apply the penalty, and all these boys made satisfactory progress. Their parents and teachers testify that the habits of study they acquired have remained with them and they are now doing well in school.

If every boy had his work well done on time every day in the week, Monday to Friday inclusive, on Saturday there was no school, but after breakfast we rolled up our blankets and with a sufficient supply of food for two days, set out on a tramp up a trail to the peak of one of the neighboring mountains. Arriving near the summit we would make camp for the night. On most of these mountains there are log cabins built by the Apallachian Mountain Club for the accommodation of climbers, but during last summer the weather was always so favorable we were able to sleep outdoors around the camp fire, wrapped in our blankets. Early Sunday morning we would make our way to the tip of the peak where, wrapped in our blankets, we would watch the sunrise, and then have our Sunday services. After breakfast we would start for home by a different route down the mountain. These outings were greatly enjoyed by the boys and were an incentive to good work throughout the week.

The exclusive use of speech and speech-reading in communication among the boys and between them and other persons was secured during the last two summers by imposing a fine of one cent upon anyone seen to make a sign, the money being deducted from the boys' spending money in my possession. The infliction of this penalty was taken good naturedly, and was far more successful in breaking up the practice of using signs than any other method I have seen employed.

To inculcate habits of order, neatness, and care of property, any article left out of place about the house or farm was placed

CAMP CHOCORUA. READY FOR THE TRAIL.

by the finder in "the pound," and to redeem it the owner was obliged to pay one cent. As this applied to all alike, whether teachers, visitors, or pupils, the boys did not object to the regulation, and the most careless quickly learned to put things where they belonged. The money from fines for the use of signs went, at the end of the summer, to the boy who had made the fewest signs, and the proceeds from "the pound" was, by vote of the Camp, invested in a present for the farmer's wife.

It was one of our endeavors to arouse in the boys an ambition to do some useful work instead of spending all their time in play. To this end they were supplied with tools, a work bench, and lumber, and were permitted to make such articles as they pleased. The second summer they made several pieces of furniture for the Camp and built a small house to serve as a dark room for the development of plates and films. Last summer they built, under the direction of the farmer, who is an old time Jack-of-all-trades, a camp for themselves. This is a shingled cabin, 18x30 feet. A door ten feet wide in the centre of each side lifts up on hinges to form the roofs of porches. Around the interior, bed springs with mattresses are hinged to the floor so that they may be raised and fastened against the walls during the day. From broad shelves hang bright red curtains hiding the closed beds from view. On the shelves was an interesting collection of relics of early life in the region, and on the walls above hung ancient fire arms, the boys' golf bags, tennis racquets, boxing gloves, and other sporting paraphernalia. It was farther decorated with some fine colored prints presented by a visitor. The building and all of the furniture were made by the boys, mostly from their own plans, all the work being done voluntarily. Some became so much interested that it was at times almost impossible to persuade them to leave it. When completed they took pride in keeping it in good order. At night a majority of them slept here upon the comfortable beds wrapped in warm army blankets, with the pure mountain breezes pouring in through the wide doors. In the day time it was used as a school room and for boxing, wrestling, and other indoor sports. Here they were privileged to make as much noise and to have as good a time after a boy's fashion as they pleased, and in the

enjoyment they had they found the reward for the work they had done and an incentive to further efforts.

In addition to the farm house and the camp just described, there were two large tents, in one of which slept several of the boys in sleeping bags, and in the other, several on bunks of balsam fir. Our practice has been to give the boys at some time during the summer a taste of real camp life, and it was for this the tents were provided. Last summer we spent a week on the shores of Silver Lake, where they could fish, swim, and boat to their hearts' content, while their studies continued as usual. Fresh milk and other food were brought each day from the farm, eight miles distant, but such cooking as was done, and all other work about the camp, was by the boys themselves. This was a valuable, as well as pleasant, experience for them all.

The second summer, in order to give instruction in the elements of speech to a few boys who required it, I engaged Miss Mary M. Beatty, of long experience in articulation teaching at the Mt. Airy School, to accompany us. Her work proved very helpful, and her presence an influence for good with the boys in many ways. Last summer she was prevented from going again because of family affairs, but I was so fortunate as to secure the services of Miss Emma F. West, for many years head teacher of speech in the Advanced Department of the Mt. Airy School. Miss West has enjoyed unusual advantages in the way of vocal training, and the work she did with both deaf and hearing boys along this line was productive of much good.

In accord with our policy of bringing the boys as much as possible into close and familiar association with cultured hearing people, I last summer invited a number of friends to the Camp. These tramped with the boys, took part in their sports, camped out with them, and did much to make the summer pleasant and to imbue the boys with a spirit of manliness. We also kept up intercourse with our friends at the camp where we had spent the first summer, and entertained callers from hotels and cottages a long distance around. One of our visitors, the latter part of the summer, was Miss Richards of the Providence School, who has always shown a warm interest in our experiment and done much to promote its success. She remained with us

several days and expressed herself as charmed with the life we led and fully convinced of the value of the work being done.

I have tried to convey, by a partial description of the life in the Camp, an idea of the methods we employed, the spirit cultivated in the boys, and the development in mind and character that followed. A brief reference to what has been accomplished in some individual cases may be of interest as showing the value of such a training:

A deaf boy who came to us the first year after, I believe, eight years in school, unable to understand the simplest story, whose language was about the worst I have ever seen, and whose speech was to most people quite unintelligible, last summer took the prize for the best kept diary for the season in competition with some unusually bright hearing boys. His improvement in speech, speech-reading, and in general intelligence has also been remarkable. He is now at a private school preparing for admission to a higher school of learning for hearing young men.

A deaf boy who was thought by many teachers in the school he attended to be incapable of learning, was after his first summer with us promoted two grades and has since held his own with the other pupils of the class into which he was put.

A deaf boy who was very troublesome in school and whom we were cautioned against admitting to the Camp because he would make it uncomfortable for everybody there, won the prize for manliness and good conduct which we offer each year, and has since borne a good reputation and done excellent work in school.

A hearing boy who was making a very poor record in a Philadelphia academy when he first began to accompany us to the Camp, last year was among those commended with honor and won a scholarship entitling him to free tuition.

A hearing boy who had been dismissed from his school as incapable of learning made very good progress during his first summer with us, and has since continued to make satisfactory improvement.

A deaf boy who went with us for the first time last summer was, after years of schooling, so deficient in speech that his

father complained he could not understand him. During his stay with us this boy would sing himself to sleep at night repeating the elements and their combinations he had been taught in the morning's lesson, and he would be heard repeating them over and over to himself as he tramped along the roads on our excursions. This illustrates the interest in their work and the ambition to excel that the life in the Camp arouses in the boys. On his return home his father expressed great gratification over his improvement.

Among our last summer's pupils was a young man who was preparing for college, and I am informed that he has acquitted himself very well during his first term there.

These are instances of boys backward in certain particulars. The school has been composed of average pupils, with some very bright and a few very dull, and all have benefited in proportion to their capabilities. They came from good schools, as is proved by the fact that those who returned to us for a second and third term showed they had made great improvement in the meantime. We had succeeded in overcoming inertia and arousing ambition, thus making it possible for the regular schools to accomplish far more with them than before.

Two young gentlemen from Peru were among the most interesting of the hearing boys who attended the Camp last summer. They afforded an opportunity to make an experiment I had long wished to see tried—that of teaching foreigners the English language by the same methods as followed with deaf children. They were given the elements and combinations of English sounds in practically the same way as the pupils of our schools are taught articulation, and written English as I teach it in the Mt. Airy School. They became proficient in both understanding and using the language and the older of the two has been able to pursue with distinction the studies in the higher grades of a Philadelphia academy which he entered in the fall.

I have said little of the physical benefit to the boys of their life in camp, but this received careful consideration, both for itself and for its bearing on their mental and moral development. They were well housed, well fed, with abundance of fruit and fresh vegetables, and all the milk they cared to drink, had comfor-

table beds and were required to take nine hours sleep a day. Those sports were encouraged that are most conducive to health and physical development, and in particular swimming. There was no loafing or mooning about, but both mind and body were kept pleasurably and actively engaged every hour of the day. The boys wore a camp uniform of sleeveless jersey, knee breeches, golf stockings, and heavy walking shoes, or sneakers—rubber-soled shoes—for mountain climbing. Some of them grew so much during the eleven weeks in camp last summer that it was almost impossible for them to get into their store clothes when it came time for them to return home. One boy, already when he came to us a good-sized lad of eighteen, gained an inch and a half in height and proportionately in breadth. The health of the camp was perfect, the only sickness during the three summers being a case of colic resulting from eating green apples.

For the success of this vacation school I am largely indebted to Dr. A. L. E. Crouter, Superintendent of the Mt. Airy School; Mr. E. A. Gruver, of the School for Improved Instruction, New York; Miss C. A. Yale, of the Northampton School; and Miss Laura de L'Richards, of the Providence School, who have interested themselves to obtain pupils for us and have favored us with words of encouragement and advice. I have found great pleasure in the work and profit in the educational experiences it has brought me and in the benefit to my health. I have not looked for pecuniary returns and have been satisfied to meet expenses, or nearly so. The outlay is necessarily large if proper provisions for the health, comfort, and pleasure of the pupils is made and the necessary facilities for their instruction are provided, and the fees must be small to secure the attendance of a sufficient number to maintain the school.

WISCONSIN TEACHERS' ASSOCIATION—SPECIAL EDUCATION SECTION MEETING.

PAUL LANGE, DELAVAN, WISCONSIN.

In the year 1900, Prof. W. D. Parker as State Inspector of Schools for the Deaf of Wisconsin, organized a Round Table Meeting of Teachers of the Deaf in connection with the meeting of the State Teachers' Association. Since then the annual Round Tables meetings have steadily grown in interest and proven a source of profit and inspiration to the teachers of the deaf in this state.

This year the president of the state association, Superintendent E. W. Walker of the State School for the Deaf, decided to enlarge the scope of the section by including in it those interested in the education of the blind and feeble-minded, designating the section as the Special Education Section.

The section met in the lecture room of the Baptist Church, corner of Seventeenth and Wells Sts., Milwaukee, Miss Anna E. Schaffer, State Inspector of Schools for the Deaf, presiding

Though in point of numbers perhaps the smallest section, the large attendance and interest manifested in the meeting proved it to be one of the most popular features of the state association meeting.

Among the well-known educators present were Supt. C. R. Showalter of the State Institution for the Blind at Janesville, Prof. W. D. Parker, former State Inspector of Schools for the Deaf, Miss Mary McCowen of the Cook County, Ill., Normal School, Supt. A. J. Hutton of the State Industrial School for Boys at Waukesha, Prof. James Melville of the Wisconsin Home and Farm School at Delafield, and Miss Mary R. Campbell, Dean of the School for Nervous and Backward Children, Chicago University.

The program was opened with a club swinging exercise by five girls of the fifth and sixth grades of the Milwaukee Day

School for the Deaf under the direction of Mrs. Bettie B. Spencer.

This was followed by a paper on "How Best to Equip the Deaf for a Useful Life," from Miss Elsie Steinke of the State School for the Deaf at Delavan. Miss Steinke said that the education of the deaf must proceed with four ends in view—the moral, the intellectual, the manual, and the social development of the pupil. In the upbuilding of character we must teach not only by precept but by example. In teaching religion the speaker had found the lessons from the New Testament to bear greater fruit than those from the old. In daily teaching idiomatic and colloquial English care should be taken not to introduce new words that are useless. In teaching arithmetic Miss Steinke would lay greater stress on the four fundamental rules. In the training of the hand she would have the means placed in each child's hands that will develop in him any powers that he may possess. In teaching him a trade he should acquire such manual skill as shall enable him to approach with greater ease the trade that is to be his through life. He should be taught to be honest in his work, and not merely honest, but trustworthy. On the social side, manners in the school room, on the play ground, and on the street should be inculcated by those who have the care of the children. In concluding, Miss Steinke said that the real object of education should be to make good men and women who shall be able to do their share of the world's work.

In the discussion following Prof. Leverenz of Sheboygan stated that the best carpenter in his town was a graduate of the state school for the deaf at Delavan, while a graduate of the day-school at Sheboygan was a successful tailor. Miss Jennie C. Smith of Eau Claire stated that some of the deaf boys in her school did better work in manual training than hearing boys in the high school, while in cooking and domestic science the deaf girls equaled their more fortunate sisters. Remarks along the same line were made by Prof. J. H. McIver of Eau Claire, Prof. A. J. Winnie of Racine, and others.

Miss Schaffer then introduced Miss Cornelia Bingham, principal of the McCowen School for the Deaf of Chicago, who read a paper on "Auricular Training for the Semi-Deaf." Miss

Bingham said that a large percentage of the pupils in schools for the deaf possess more or less hearing. To develop this latent hearing auricular classes had been established in various schools. Of the different devices used she had found the acousticon of greatest service as a sound intensifier. Miss Bingham supplemented her address by demonstrating the use of the acousticon with a pupil of her school.

The next number on the program was a recitation of Bryant's "A New Year's Eve," by Martha Henoig, a bright little girl of the Milwaukee Day School for the Deaf.

Prof. A. J. Winnie of Racine followed with a paper on the subject, "What a Study of the Deaf Child will do for the Hearing Child." As principal of the Racine Schools, Prof. Winnie has had abundant opportunity to observe the deaf in the day-school there. His remarks showed him to be a close observer and a man of broad sympathies. The first lesson Prof. Winnie drew from the study of the deaf child which must also be learned by the teacher of the normal child was the necessity of genuine sympathy for her pupils. Such close sympathetic contact often leads to the discovery that apparent dullness or indifference may be traced to defective sight or hearing, and enables the teacher to adapt her instruction to these particular cases.

The speaker also regarded the patience of the deaf teacher another one of her secrets of success, and thought a development of this quality would make a teacher better prepared to manage a roomful of hearing children. He also thought that the study of the defective child afforded an opportunity to determine the relative values of sense training, which would be of great service to the teacher of the natural child. The teacher of the deaf must be thoroughly familiar with what her pupil already knows before she is ready to present new facts. This lesson of thoroughness should not be lost sight of in educating the normal child. In the education of the deaf it is necessary to study the psychical processes and the principles of pedagogy, and psychology and pedagogy therefore have a real significance to the teacher. Objective teaching so necessary in teaching the deaf might also lead to better results with the hearing. Prof. Winnie also considered the practical knowledge of phonetics as furnished by a study of

the deaf of great assistance in teaching hearing children. The most important lesson taught, however, was that of individual instruction. "The value of individual instruction in the hearing schools is becoming realized more and more, and the fame of the Batavia system is spreading throughout the country."

Helen Wilcox, a pupil of the Eau Claire day-school for the deaf, followed with a humorous recitation. It was well received.

In response to a call for remarks, Prof. W. D. Parker, former State Inspector of Schools for the Deaf, stated that he had at different times during his residence at Janesville and Delavan been brought into close contact with the blind and the deaf in the institutions at those places. His observations in those places had lead him to the conclusion that pedagogy had reached its highest perfection as an art in the education of the afflicted.

Prof. C. R. Showalter, superintendent of the State School for the Blind at Janesville, said that work with the afflicted trained us in a larger and broader field of sympathy. He attributed the blind child's beauty of character to the fact that it receives its information though the hearing. As he is trained to remember what he hears his power of concentration is developed. Speaki of the blind as a class, Prof. Showalter stated that all the variations of intellect from the dull to the exceedingly bright were to be found among them. Their education was not drudgery, but happy work.

Prof. James Melville of the Wisconsin Home and Farm School at Delafield, spoke of this recently established school for neglected, destitute, homeless, and orphan boys as having been conceived on the idea that it was better to form than reform a boy.

Prof. A. J. Ingli of Ellsorth, Pierce Co., then read a bill to be presented to the state legislature empowering the town board of any town, the board of trustees of any village, or common council of any city, to make appropriation to pay board and other necessary expenses of deaf-mutes in attendance at the day-schools in the state where such children, by reason of poverty or otherwise, are unable to meet such expense. Miss Schaffer appointed a committee of seven county and city superintendents to look after the interests of the bill.

After a short recess, Miss Alice Fellows, principal of the

Milwaukee Day-school for the Blind, gave a representation of the work done in that school. Miss Fellows gave a short talk on the school, stating that it had been in operation for nearly two years, that it is supported by private subscriptions, and has seven pupils enrolled. Miss Fellows related some very interesting experiences showing how in the face of great obstacles and many discouraging features a person of determination can make a work succeed. An attempt will be made at the coming session of the legislature to secure state aid and to establish Day-schools for the Blind wherever they may be needed. The work in Miss Fellows' school was further illustrated by an exercise in reading by a totally blind girl of six. Though this child entered the school only a year ago, and was then unable to speak a word of English, she read with fluency and excellent expression a selection from Cyr's First Reader. She was tested further on sentences dictated by those present who were not familiar with her vocabulary, and which were transmitted to paper by Miss Belongia, Miss Fellows' assistant, who is totally blind. The child read every sentence given her, the tiny fingers passing deftly over the page as she read. Miss Belongia then took down in the blind characters sentences dictated by various people in the audience, writing as rapidly in point as any rapid writer could in script. Many interesting features pertaining to the work among the blind were brought out in these exercises.

The next number was one of great interest to all educators, Miss Mary R. Campbell, Dean of the School for Nervous and Backward Children, affiliated with Chicago University, reading a paper on "Some Things Teachers should know about Sense Defects." Miss Campbell made a plea for the classification of pupils according to physical capacity and condition. Teachers should be carefully trained to instruct children of different degrees of sight and hearing and to develop them both physically and mentally. As careful a study should be made of each normal child as is now made of each abnormal child.

Miss Campbell's paper will be published entire in the New England Journal of Education and in the Wisconsin Journal of Education.

In conclusion it may not be amiss to state that this combining of the Deaf, Blind, Industrial, and Feeble-Minded lines of work into one section has proven a most wise and helpful departure. Miss Schaffer certainly deserves credit for the excellent program of the meeting.

Prof. C. R. Showalter, Superintendent of the State School for the Blind at Janesville, was elected chairman of the section for next year.

PAUL LANGE, Secretary.

HISTORICAL NOTES
CONCERNING THE TEACHING OF SPEECH TO THE DEAF.[1]

APPENDIX 52.

Extracts from the Early Reports of the New York Institution Showing the Attitude of the School toward Speech Teaching. 1818-1823.

[The following extracts from the first five reports of the New York Institution, contain everything in these reports relating to the teaching of speech, and the attitude of the school towards articulation teaching. They also contain the history of the school as described in the Fifth Report for 1823.

The New York Institution was the first of our existing schools for the Deaf to use an oral method; and also the first to develop and train the hearing power of partially deaf pupils. It was, in 1818-1819, an oral school of the English type, attempting to follow the Braidwood method as expounded by Watson; but this oral method was subsequently abandoned and the sign-method took its place.

It is difficult to ascertain from the published Reports of the Institution, the exact date of the change; but the Third Report (for 1821) affords no indication that oral instruction was then carried on; nor did the Institution, in claiming recognition by the State, make any reference to speech instruction. The Report says:

> "If the honorable the legislature should in their wisdom deem it proper to endow this Institution * * * four years tuition should be allowed in which time a

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[1]By Alexander Graham Bell. Six chapters of this work have been published in Volume II, with Appendices A to P; see Index to Volume II. For Appendices Q to 39, see Index to Volume III. For appendices 40 to 50, see Index to Volume IV. For Appendix 51, see Index to Volume V. —Ed.

highly useful knowledge of the English language could be conveyed to the Deaf and Dumb, whereby they would be enabled to deliver their sentiments in writing, and understand the writing of others."

The Sixth Report (for 1824) says:

"Although the art of instructing the Deaf and Dumb is attended with some difficulties, yet these have been overcome, and our Instructors have never been out of New York to obtain information; but by studying the principles laid down in the works of the Abbe Sicard, and by attending to the idioms of the language of deaf-mutes in their daily intercourse with them, they have become well qualified for the task."

The Ninth Report (for 1827) says:

"With respect to the art of instructing deaf-mutes, there are only two systems, the French and the English. The French is now pursued in this school, as explained in the works of the Abbe Sicard. The English system, which adopts the method of articulation, was first tried in the school of this Institution, but after trial, was abandoned, for that of the French, which experience has proved to be the best. This Institution has no system of its own but has endeavoured to follow that of Sicard, as far forth as its means and situation would permit."

The Tenth Report (for 1828) contains the following reference to Braidwood's New York School, in the "Remarks of Samuel Akerly, M. D., Secretary to the Institution," (p. 27):

"Some time ago a young man collected together a few mutes in this city, and commenced teaching them after the English Method. I attended some of his exercises, and was pleased at the prospect of his success. He had been a teacher in Scotland, and was connected with a respectable family there, but his little school here was soon dispersed, as from some improper conduct, he was obliged to leave New York. The next effort to institute a School for Mutes, was made in 1816, and resulted in the establishment of this, in which the French system has been adopted and preferred, after trial of the other."

The adoption of the French—or Sign—method by the New York Institution caused the extinction of the Oral Method in

America; and henceforward, until the year 1865, the Sign-method held exclusive sway in the schools of the United States. —A. G. B.]

EXTRACTS FROM THE REPORTS.

(From the First Report of the New York Institution, 1818-1819, dated January 1, 1820—Reprint of 1894.)

> "The directors have the satisfaction further to state, that in their care to provide for this neglected portion of their destitue fellow beings, they appointed one of their number to act as physician to the Institution, and render medical aid to the pupils whenever it should be required, and that the gentleman so appointed has, with great benevolence, rendered, gratuitously, very interesting and important services. The opportunity afforded by the great number of the deaf and dumb, has led the physician to enquire into the diseases of the ear, the cause of deafness, and the means that may be used to remedy or restore lost hearing. The effect that his operations have had upon the deaf and dumb pupils under the care of the Directors, are detailed in a report hereunto annexed, (marked C). They cannot but believe that the attempts and success in restoring the deaf to hearing, is one of the most important improvements in their undertaking, and they believe that it has nowhere been before practiced in similar institution." * * *

(*Document C,* accompanying the Report of the Institution for educating the Deaf and Dumb, Jan. 7, 1820.)

Asylum for the Deaf and Dumb—
New York, 28th Dec. 1819.

Report of the Committee appointed to confer with the physician on the medical treatment of the deaf and dumb pupils belonging to the institution.

In attending to the directions of the board, the committee has held a conference with the physician, on the success of his efforts to ascertain the actual condition of the organs of hearing in some of our scholars, and the scholars themselves have been the subjects of particular observation as far as relates to the matter in which they have been effected by the remedies.

Dr. Akerly has kept a regular and instructive journal of his practical trials upon the ears of sixteen boys, and of these he gives assurance that the impediments to hearing are so far removed, that no reasonable doubt

remains of six of them being enabled to understand and articulate sounds like ourselves.

This very important document is herewith submitted to the consideration of the directors. It will be received with that mixture of pleasure and surprise, which is produced by the discoverery of a new and unexpected method of relieving our unfortunates.

No experiments have as yet been made upon the ears of the girls. It may be expected that as many of these as of the boys will be found to be capable of hearing and of speaking.

It is to be hoped that the organs of hearing of all the pupils will be thus explored, and it is recommended that every new one shall, on admission or as soon thereafter as possible, be practically examined and treated by the physician.

But it ought to be recollected, that in addition to the gratuitous exercise of professional skill, the operations upon such delicate and intricate organs as the ears, occupy much of the physician's time. It cannot, therefore, be expected he should neglect his private business for the purpose of devoting himself solely to the employment, however benevolent, of ascertaining the actual incapacities of the pupils, and the number of them that are susceptible of remedy.

Should the board concur in opinion with the committee that the physician has given ample proof, both of his zeal and of its successful effect, there will be cogent reason for further inquiry into the subject, with the view of enabling Dr. Akerly to prosecute a work he has so happily begun, by a galvanic pile, an electrical machine, and by all other aid the directors can afford.

The committee find that the pupils who are restored to hearing, are not, of course, enabled to understand the meaning of sounds. This is the result of social intercourse. The ear must be gradually accustomed to know and estimate the tones and vibrations it receives. So it is with the organs of speech. They are brought into action by imitation and practice; and this, too, is an exercise connected with the presence of our fellow creatures. It is believed that the art of comprehending articulate sounds, and of giving them vocal utterance, can be best acquired in the way of direct and scholastic practice. This is recommended as a novel and important

part of the system of education of the deaf and dumb, who after long incapacity, are finally freed from their obstructions, but still require information as to the significancy of spoken language when addressed to them, and the use of it as a medium of communication with others.

It is therefore recommended, that a committee be appointed, to hold further conference with the physician, for the purpose of expediting the examination of the ears of the deaf and dumb pupils of this institution, in a practical way; and it is also recommended that a committee be appointed to inquire into the expediency of forming a class for such pupils as have been restored to hearing, and who still remain mutes, and of devising other means of teaching them to comprehend and use spoken language.

Signed in behalf of the committee.
SAMUEL L. MITCHILL, Chairman."

"The following is the document referred to in the above Report.

THE PHYSICIAN'S REPORT.

The subscriber, physician to the New York Instiution for the instruction of the deaf and dumb, offers the following statement, and report to the committee appointed to confer with him on the subject of restoring the deaf to hearing and to speech.

He commenced his attention to some of the deaf and dumb pupils of the institution, in the beginning of October, 1819, with a view to discover if there was a possibility of restoring any of them to hearing and speech. He had previously communicated his intention to the Superintendent and teacher, who selected two boys Gazley and Maddock, as proper subjects to commence with, as they appeared to have a remnant of hearing; a third one accompanied them from his own curiosity, and in a few days others presented themselves, and continued to increase, till the number amounted to sixteen. On each of these some remarks will be made.

1. John H. Gazlay, of Edmeston, Otsego, aged seventeen years was received into the Institution in November, 1818, and lost his hearing from sickness in childhood and subsequent gatherings in the head at the age of two years. When he was received as a pupil in

the institution he could not hear at all. Mr. Stansbury removed from one of his ears a large portion of indurated wax, when he gave indications that he heard. Attention to his ears was commenced on the 12th of October, 1819, making from thence to the present time, a period of ten weeks, during which he has been under daily observation. His ears were at first found to be filled with black indurated cerumen (or ear-wax) which by the means employed has been changed into a secretion of a healthy and natural color and consistence. The consequence has been that his hearing is improved, and by continuing to keep the auditory passages in a clean and healthy condition, those organs may be restored to their natural use, and by practice, the expression of his thoughts will be by words instead of signs. Mr. Stansbury had learnt him to speak a number of words by imitation, particularly those in which the labial letters are predominent; these he can now repeat when his eyes are covered. He can speak distinctly every letter of the alphabet, and almost any short word, and can spell them audibly and correctly. There is great probability that he will learn to converse, provided attention is paid to his ears to prevent them relapsing into their heretofore dull and torpid state. Although his hearing is improved, it is by no means perfect, and it is believed that it may be increased by electricity or galvanism, in addition to what has already been done, as there appears to be a defective energy in the auditory nerves.

2. James Maddock, of Peterboro, Madison county, New York, is eight years old, and was received into the Institution in May, 1819; his deafness was caused by sickness at four months old, followed by fits. At the age of twenty months he appeared to be totally deaf; sometimes, however, his hearing would in a measure return, and he had been learned to speak a number of words, which were uttered in a low monotonous tone. These periods, however, were so seldom and so short, that his parents found it impossible to impart to him the rudiments of learning in the ordinary way, and accordingly sent him to this institution. By the care and attention of our able teacher, and of Mrs. Stansbury, his wife, a considerable addition has been made to James Maddock's stock of spoken words.

He has been under the operation of remedies for ten weeks, since which his hearing has been quickened and very much improved. During this time, he has been practiced in elocution by our assistant teacher Mr. Horace Loofborrow, who is very sensible of the boy's improvement; his ears were at first in a dull and torpid state; there was no secretion in one, and the other was filled with black indurated cerumen. The secretion is now improving, and much more natural; he speaks audibly and distinctly, his letters and single words, (excepting some for which he wants two fore teeth, which he has just shed). Mr. Roger Maddock, on a late visit to New York, was much gratified with his son's improvement in hearing and speech, which was very evident to him.

There appears to be no radical defect in the organ of hearing, nor want of energy in the auditory nerve. There is nothing to obviate but a tendency in the external passage to the ears, to relapse into a morbid state of secretion. By attention to the means which will prevent that, James Maddock will, by practice, completely recover his hearing, become a social and speaking being, and no longer be a deaf mute.

3. George D. Holkins, of Albany, age seventeen years, lost his hearing from sickness when a child; he could hear when fifteen months old. He has been in the institution since the 29th September, 1818, and has made considerable progress in learning. One of his ears has discharged copiously and offensive matter ever since he has been in the institution. Of this he is nearly cured, but his hearing remains unimproved as when the first means were employed. From repeated observations, and many trials, it is thought his deafness is irremediable. The defect does not arise from the auditory nerve, but from injury which the internal organ of hearing has received from his sickness when young, and by the subsequent and long continued ulcerations in the meatus auditorius.

4. John Hauptman, of this city, age twelve years, has been a pupil in the institution since fifteenth May, 1818. He became deaf from gatherings in the head at six months old. He attended of his own accord with the other boys, on the 13th October, 1819, since which he has been very irregular in having his ears operated

upon; they were found at first in a foul and dirty state within the auditory passages, the secretions not being of a healthy color or consistence. By trials made on the fifteenth October last, in the presence of my brother, Hauptman did not appear to hear in the least, tho' he had learnt to speak several words by imitating the motion of the lips. The first operation of the remedies applied was to alter the consistence and color of the secretion of wax in the auditory passages. By the use of a shrill whistle, it was found that a strong impression was made upon the hearing of Hauptman and others. His attendance to have the remedies applied has been irregular, from his alarm excited by the other boys informing him that he would have much money to pay for it. His ears, however, are in a more healthy state, and his hearing is coming to him, but from less practice he cannot pronounce words so well as Maddock and some others; he can speak all his letters, and some words—he knows his own name when written or printed, but cannot yet speak it. His hearing would in all probability be improved by galvanism or electricity, and by practice in speaking while means are employed, he must, like Gazley and Maddock, become acquainted with spoken language.

5. John Vermilyea, of New York, aged nine years, has been in the institution since 14th May, 1818. His deafness was caused by fits when about three years and an half old, previous to which he was a fine sprightly child, and could talk. His ears were first examined on 14th October, 1819, and have been almost daily since. They were in a very foul condition, and it was two weeks before the auditory passages were clear and clean. A natural secretion has since taken place, but he cannot hear, nor can he speak a letter or utter a word. Having been nearly ten weeks under treatment and trial by various sounds, and no improvement discernable, his case is considered as hopeless, and no further trials proposed.

6. William Williams, aged twelve years of this city, son of a poor man, with a large family, was born deaf. He has been a pupil in the institution since 6th July, 1818. His ears have been operated upon since the fifteenth October last, nearly ten weeks. The whole organ of hearing appears now to be in healthy condition;

the external passages clear, clean, and secreting a natural wax; the Eustachian tubes open, and the auditory nerves sensible to the impression of sounds. He can speak the letters of the alphabet, repeat and spell many short words, tell his own and his father's name, and in a fair way, with practice, to articulate in a short time. He can hear the ticking of a watch when applied to either ear, or held in the mouth; he cannot, however, speak so well as Maddock, having had less practice. He could speak a few words by imitating the motion of the lips before his ears were first attended to; but his hearing has been much quickened, and his articulation improved. His father, David Williams, who informed the physician that he was born deaf, had no idea that his son would ever hear or learn to speak. He will, however, undoubtedly recover his hearing in perfection, and cease to be a deaf mute; but his ears should not be neglected while he is practiced in articulation, lest they relapse into a morbid condition.

7. Denison Fowler, seventeen years old, of Peterborough, in Madison county, state of New York, has been under the operation of remedies, since 21st October, 1819, nearly nine weeks. No ordinary sound makes any impression on him. He cannot hear the loudest voice or a shrill whistle, nor the ticking of a watch applied to the ears or in the mouth. He was born deaf. The passages to the internal ears are not alike. One is compressed and much smaller than the other. From repeated trials and efforts made upon the organ of hearing, his case is considered as past relief, proceeding from a defective organization of the bony passages. Further trials are thought unnecessary.

8. William Hocknell, of Albany, age fourteen years, has been a pupil since 21st June, 1819. His deafness was caused by a fever at eighteen months old. He has been under treatment since 25th October last, eight weeks. His ears were clogged with wax of a dark colour, and unnatural consistence. They have at present a more healthy action. He now appears to hear with the left ear, a whistle or a watch, but as he has not practiced, he cannot speak. The external passages to the ear are rather small. There appears to be a want of energy in the auditory nerves of the one side, though not of the other. There are yet some hopes of his im-

provement, by continuance of the means employed, with the assistance of galvanism or of insulted electricity.

9. Horace Crawford, a mulatto boy of New York, aged twelve years, born deaf, became a pupil in the institution, 25th May, 1818. He has been under treatment eight weeks, and appears stone-deaf, and has been benefited by the means employed. His case is considered as hopeless, arising from original defect and want of nervous energy in the organs of hearing.

10. Richard C. Springs, thirteen years old, of Harrisburg, Lancaster district, South Carolina, has been a pupil since 9th May last. He was born deaf, or became so soon after, from sickness, when very young. When he was received into the asylum for the Deaf and Dumb, he could speak a few words, and appeared to have some hearing left, but he was as complete a deaf mute as any of the preceding. He was entirely ignorant of letters and words or their import. He has made great progress in the knowledge of words and things, and can write and understand considerable, after the manner of the deaf and dumb. Our teachers have exercised him in spoken language, and added much to his stock of information. We are indebted to Mr. and Mrs. Stansbury, for their care and attention to his speaking, when out of school, as well as to Miss Mary Stansbury, assistant teacher, in whose class Springs is a pupil. Since his ears have been kept in a clean and healthy condition, his improvement in speech has been more rapid, and he can now speak any letter or word, and even take up a book and read audibly and distinctly, though with an accent that sounds like a foreigner. His ears, when first examined, on the 26th October, 1819, were filled with vitiated secretion, of a greenish cast and as tenacious as glue. This is now altered for the better, but the ears relapse into the same morbid secretion, if neglected for a few days. He only wants practice and a continuance of the means, till his hearing is confirmed and his speech perfected.

11. Isaac Stanton, aged thirteen years, Poughkeepsie, was received into the institution on the 12th June, 1819. Attention to his ears was commenced on 26th October last. He could not then hear in the least. The passages to the ears were found to be small and difficult to examine, and were filled with hard wax. He

can now hear with one ear, but as he has not been practised, he cannot yet speak. Electricity might be of service in restoring his hearing. The cause of his deafness is unknown.

12. Alanson M'Donald, aged nine years, of New York, became deaf from a fever, at the age of six months. He cannot hear at all after the use of remedies for nearly eight weeks. His case is considered as hopeless, and further trials of no avail.

13. Nathaniel Ward, of this city, aged eleven years, was born deaf. He has been under treatment seven weeks, without benefit, and it is thought unnecessary to continue it.

14. Jonathan Wardline, aged eleven years, of New York, has not improved after seven weeks attention, and no hopes are entertained of his hearing being restored. He became deaf from dropsy in the head, at five months old. No further trials are proposed.

15. William M. Genet, aged ten years of Albany, was born deaf, his case, like the three preceding, appears beyond the reach of remedies. He has been nearly six weeks under observation and treatment, without benefit, and may be dismissed as incurable.

16. John Crammond, aged ten years, of Albany, has been a pupil in the Institution, since the eleventh October last. He first attended to have his ears examined on the 15th October, 1819, and has been daily operated upon since, and has had them put in a clean and healthy condition. It was found that he had a considerable degree of hearing left, and could speak a number of words. By keeping his ears clean, his hearing has been quickened, and by exercising him in the sound of the letters and short words, his enunciation is improved in the short period of five weeks, and no doubt is entertained but that practice alone is necessary to perfect him in spoken language.

After ten weeks steady and laborious attention to these sixteen pupils, in which the physician has been assisted by his brother Dr. Benjamin A. Akerly, he concludes that six of them have improved in their hearing, and may be learned to speak so well, that hereafter they may be removed from the institution for the instruction of the deaf and dumb, and taught like other children at an ordinary school. For this purpose they should

have less intercourse with the other deaf mutes, and be exercised in the rudiments of spoken language, beginning with easy and short words, and gradually proceeding to those of two, three, or more syllables, and from thence to easy and short sentences. Picket's juvenile spelling book is well adapted for this purpose. By this method they will speedily obtain and have knowledge of sounds, and have confidence enough to make efforts to speak, whereas, at present, though they hear, they do not speak, for the want of that knowledge; accordingly they continue to express their by signs, as from long practice it is much easier so to do than to exercise their vocal organs. They should therefore be exercised more in elocution, and less in gesticulation, otherwise they may forever remain mutes, notwithstanding their improvement in hearing. There are two others of the sixteen whose hearing, in all probability, may be improved by continued attention, and the aid of electricity and galvanism. One other, (Holkins,) though his deafness may not be removed, yet he will be cured of an offensive and troublesome discharge from the ears. Some days since he became discouraged, and ceased to call, and on seeing him at school, and inquiring the reason, he wrote on his slate, "I cannot hear nor speak, I am deaf and dumb."

The physician proposes to continue his attention to these nine, and dismiss the other seven as incurable. If his life and health are spared, and his other avocations will permit, the remaining pupils may be taken up in succession. The following summary will show at one view the result of his attention to these cases of deafness.

1. John Vermilyea, Denison Fowler, Alanson M'Donald, Nathaniel Ward, Jonathan Wardline, William M. Genet, Horace Crawford—Seven hopeless cases.

2. William Hocknell, Isaac Stanton—Two cases in which some hopes are entertained, and their hearing will be improved.

3. George D. Holkins will be cured of ulcerated ears, though his hearing may not be restored.

4. John H. Gazlay, John Hauptman, John Crammond, William Williams, James Maddock, Richard C.

Springs—Have their hearing improved, and are in a fair way with practice to use spoken language.

Respectfully submitted,
SAMUEL AKERLY.

New York, 23d. December, 1819,
To Samuel L. Mitchill, President of the Institution,
and Chairman of the Committee of Conference.

(From the Second Report of the New York Institution, 1820.)

"The Directors from an experience of some two or three years, have devoted their attention to a system of education, adapted to the improvement in learning of the Deaf and Dumb; and they have the satisfaction to inform the legislature, that a work is now in the press, composed and elaborated by one of the directors of this board, under an especial committee of instruction, which they can with great confidence declare, will afford facilities for an education for Deaf mutes, in all the useful and necessary branches of an ordinary English education: From this plan and system, they feel themselves at liberty to declare, great and permanent advantages, will accrue to the scholars of this institution.

The publication of this work the directors have considered as of primary importance, and are hastening its completion with as little delay as possible; but from its character and voluminous contents, it will probably not be completed before the last of May, or beginning of June next. It has been from an unanimous conviction on the minds of the directors, that they have felt themselves at liberty to encounter a considerable expense for this publication." * * * * * *

(Letter from Roger Maddock contained in the Second Report.)

"Peterboro, (Madison Co.) Dec. 8th, 1820.

Sir: When on my passage from New York to Albany, I thought it my duty to write you on the subject of my son's recovering his hearing. On my arrival at home, I found a letter from you requesting such a one from me. Whether the letter I wrote was such as answered your expectation, I do not know, but I am now willing to say, that while my son remained under your care, his hearing very much improved, and I think he can now hear with the left ear as quick as ordinary persons, but not quite so well with the other. I must

repeat that I feel myself under the greatest obligations to you for your attention, and have the greatest reason to expect that it will produce the most lasting benefit to my son. I also feel thankful for the advice given in your letter as to the future treatment of James. I dare not venture to send him to school, but must needs have him constantly with me: As far as is practicable, I observe the directions you have given, although I find it frequently very burthensome to give that attention to him which is necessary. There can be no question, but that there are instances in which an attention to the ears will remove the cause of deafness, and the experiment on my son is proof in point. We have resorted to many measures recommended by various persons without being sensible of any benefit, until he was placed at the institution: Mrs. Maddock, joins me in sentiments of gratitude and respect.

ROGER MADDOCK.

To Dr. Samuel Akerly, Physician to the New York Institution for the Deaf and Dumb.

The foregoing document was copied by Aaron Day of Montgomery co. N. Y. a pupil in the New York Institution for the instruction of the Deaf and Dumb.

H. Loofborrow, one of the teachers.
New York, 17th Feb. 1820.

The original letter, from which the foregoing was copied, has been examined by me, and is now in the possession of Dr. Akerly.

SAMUEL L. MITCHILL, President.
New York, 17th Feb., 1820."

(From the Third Report of the New York Institution, 1821.)

"There are three teachers in the institution, and their ability to instruct the deaf and dumb improved by practice, preserving attention, and application to the subject. The late principal teacher, (Mr. Stansbury,) having left this city, his place has been supplied by Mr. Horace Loofborrow, and a young man engaged to occupy the place of the latter. The school is now conducted to the satisfaction of all concerned, by two male teachers, and one female; whose kindness and humanity to their unfortunate charge, is at all times conspicuous."

* * * * * * * * * * "The directors have found from experience, that there is great difference between the

capacities of their pupils, and that as among other children, some have quicker perception than others, and make greater progress. There is, however, another cause of difference in their requirements. Those who are in the asylum learn faster than those who live with their friends, because they are constantly with persons who can instruct them; and that they have lessons to learn out of school, difficulties are removed, the words explained to them, which cannot be explained by the friends of such pupils as live at home. It would be a desirable object to have such provision made by the state, as would give a permanency and stability to the institution, and enable the directors to receive into the asylum more of the numerous applications for instruction, and to select some of the most promising of the day scholars as boarding pupils." * * * * * * * * * * "The directors have also found by experience, that deaf and dumb children, under ten or twelve years of age, by their childish playfulness and inattention, do not make such progress as those beween twelve and twenty. Those who are over twenty, are generally not so tractable as younger pupils, because they have acquired fixed habits, and often oppose school discipline, to the detriment of the other pupils. The directors have therefore determined that charity pupils ought not to be received under ten years of age, nor over twenty-five. If the honorable, the legislature, should in their wisdom deem it proper to endow this institution, it is desirable that those only should be provided for beween ten and twenty-five, and that four years tuition should be allowed, in which time a highly useful knowledge of the English language, could be conveyed to the deaf and dumb, whereby they would be enabled to deliver their sentiments in writing, and understand the writing of others." * * * * * "The last report of the directors stated that a work was in the press, expressly calculated for the deaf and dumb. This work, they have the satisfaction to state, is now published, and is in use in the school; two copies of which have been forwarded for the legislative library, that the honorable the members may see the interest which the directors have taken in the institution, and the zeal they have manifested in providing for the wants of their unfortunate pupils. The edition they have printed, has added to the expenses of the past year, but the copies, over and above the ones

of the school, are selling off for other schools, and as a matter of curiosity to literary and benevolent persons, and will finally re-imburse the institution the expense of publication."

(From the Fourth Report of the New York Institution, 1822.)

"The improvements of the pupils in general both as respects their moral and intellectual attainments, is highly gratifying to the directors and the friends of the deaf and dumb but at the same time, it must be acknowledged, that they have met with some preverse and unconquerable disposition among the deaf and dumb, on whom much pains have been bestowed with little benefit. With the exception of one or two, their present pupils are tractable, well disposed, and apt to receive instruction.

"There are four teachers in the institution; two male, and two female. Two of these are pupils in the institution, and have been selected as assistant teachers, being from among the oldest scholars, and most capable. John H. Gazlay, of Otsego county, who is one of them, is a promising youth, and bids fair to make himself a useful man in society. He has been a little over three years in the school, and cannot be retained as a pupil under the law passed in April, 1822. The directors have accordingly selected him as an assistant teacher, and provided him with board and clothing, as compensation for his services, until, by further instruction, his usefulness shall be increased. The other deaf and dumb assistant, is Mary E. Rose, of Albany, who is on the list of state pupils from the 3d Senate district. She is equally promising, and the directors find her highly useful in the institution, as an assistant teacher while at the same time she is acquiring information as a pupil. With the help of these deaf and dumb persons, as assistants, the directors have been able to diminish their expenses, by dispensing with the services of Mr. Clinton Mitchell, one of the teachers employed the last year. Mr. Horace Loofborrow, and Miss Mary Stansbury, continue in the same capacity, as teachers, at the date of our last report."

(From the Fifth Report of the New York Institution, 1823.)

"Of the pupils dismissed, two boys have gone to trades in New York, one with a carver, and the other

with a jeweller, and both promise to become useful members of society. One of them was very apt with figures, and made advances beyond any of the other pupils in arithmetic, and is the one who is bound to a jeweller. The parents of two others not feeling able to continue their children as pay pupils, have withdrawn them from this Institution, and sent them to a common school, in the country where they reside. The elementary instruction which in three years they received in this Institution, having broken the spell which bound them in ignorance, the Directors, have been informed that these two pupils, a boy and a girl, are both improving in a common school, with children who can hear and speak." * * * * "During the past year, the Directors have received friendly communications from the Institutions for the Deaf and Dumb in London, Dublin, Kentucky, and the Central School at Canajoharie in this State. To the two last they have afforded all the aids and assistance that it was in their power to bestow towards promoting their laudable designs, and the diffusion of information to a large number of destitute Deaf and Dumb. Mr. Mitchill, a former teacher in New York has been engaged and is now employed in the Kentucky Institution; and James Plum, a late pupil of this institution, is acting as an Assistant in the Central School of this State. The books and the system employed in the New York School have been adopted in these two schools."

History of the Rise and Progress of the New York Institution for the Instruction of the Deaf and Dumb.

(From the Fifth Report, 1823.)

In 1816, William Lee, Esq. who had previously been the United States Consul at Bordeaux, returned from that city to New York, and was the bearer of a circular letter from Mr. Gard, a teacher of the Deaf and Dumb in Bordeaux, himself a Deaf Mute from birth, offering his services to come to this country as a teacher, in such school as might exist or be established for

teaching Deaf Mutes. The letter was handsomely written, and composed in English by Mr. Gard.[1]

Soon after his arrival, Mr. Lee presented the letter to Dr. Mitchill, at his house, where several gentlemen were in company. The subject was interesting, and opened a new field for the exertions of the benevolent. It was accordingly agreed to invite other gentlemen to meet and discuss the subject, and inquire into the necessity and propriety of establishing a school for the Deaf and Dumb. The meeting took place at the Rev. John Stanford's and the following gentlemen were present, viz. Dr. I. L. Mitchill, Rev. Mr. Stanford, General Jonas Mapes, Mr. Elisha King, Mr. John B. Scott, Mr. Silvanus Miller, Mr. R. Wheaton, Mr. James Palmer, Mr. Nicholas Roome, Rev. Alexander M'-Leod, and Dr. Samuel Akerly. At this meeting the possibility of instructing the Deaf and Dumb was discussed at large. Dr. Mitchill stated that there were schools in England, France, and other parts of the European continent; and that in Edinburg the Deaf and Dumb had been taught to speak, an account of which was contained in the New York Medical Repository.[2]

This meeting resulted in another at Tammany hall, where the question of the practicability of instructing the Deaf and Dumb being conceded, another arose, as to the necessity of instituting a school, which might be very limited in its benefits, and do but little good, from the small proportion that the objects of such an institution bore to the whole community. The objection could not be answered without a knowledge of the number of Deaf and Dumb persons existing around us. The meeting accordingly adjourned to a distant period, to allow the committees appointed for the several wards to collect information, and report the result of their inquiries.

At the third meeting on the 23d January, 1817, a number of gentlemen attended, and reports from seven of the wards were received. Although reports from the other three wards were not received, the names and residence of sixty-six persons were handed in, who were Deaf and Dumb, and actual residents of the city, with a population of 120,000,[3] and the names of a number of others in the surrounding country.

The number reported was unexpectedly great, and exceeded all calculation. Hence the objection raised at the second meeting

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[1]The letter of M. Gard is published in full in the ASSOCIATION REVIEW, Vol. IV, p. 19.—A. G. B.

[2]Published in full in the ASSOCIATION REVIEW, Vol. II, p. 66.—A. G. B.

[3]By the Census of 1820, the population of New York is 123,706.

was answered, as there appeared to be a sufficient number in the city to institute a respectable school; and if the same proportion was found in the State, a school for the Deaf and Dumb would never want pupils. These preliminary inquiries were necessary, and when reported, were highly satisfactory and conclusive in the minds of many gentlemen, as to the necessity and propriety of an Institution in the city of New York, for instructing Deaf Mutes.

In the course of the winter of 1817, several private meetings took place, and the best method of proceeding was discussed, in order to interest the public mind, and obtain the objects in view, by instituting a new charity, to be extended to those who could not ask for themselves. These meetings being thinly attended, and no progress made in the desired objects, it was determined to call a more general meeting for this purpose.

Accordingly, a public meeting was announced at the Mayor's office, in the City Hall, succeeded by a second and a third, at which the merits of the subject were again discussed at large; but a new question arose, which, on discussion, terminated in a dissolution of the public meetings. It was then stated that an institution for the Deaf and Dumb had been organized in Hartford, in the State of Connecticut; that a person had been to Europe to acquire the art of instruction, and had returned, together with a competent teacher, who was himself a Deaf Mute.[1] These gentlemen, it was said, were then in New York, soliciting donations and subscriptions for the endowment of the institution at Hartford. It was further stated, that teaching the Deaf and Dumb was an untried experiment in this country, and that we could not succeed without teachers, and therefore, as Hartford was already provided with them, we should suffer the experiment to be made, and if they succeeded, we might be supplied with teachers from that school. As the Deaf and Dumb were supposed to be few in number, it was asserted that they could be accommodated at one school, and, consequently, those belonging to the City and State of New York could be sent to Hartford, which would be injured by another institution in this city. Therefore, further proceedings in New York, were considered by some as unnecessary. These and other reasons were urged at the time and had a preponderating influence in the majority of the gentlemen present. The public meetings were accordingly, adjourned, *sine die.*

The gentlemen who first met on this interesting subject, in

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[1]The Rev. Mr. Gallaudet of Hartford, and Laurent Clerc, a Deaf Mute.

New York, concluded it most adviseable to acquiesce in the decision of a public expression, and wait until the public mind, should be more informed. They accordingly waited some time; but inasmuch as these meetings had resulted from Mr. Gard's letter, and had been called without a knowledge of an institution in Hartford, and consequently without a wish or desire to injure or retard so laudable an undertaking, it was thought by some benevolent men, that the friends to an institution for the Deaf and Dumb, in the city of New York should not abandon, but proceed to organize one, and avoid obstructing or interfering with that of Hartford. The number of Deaf Mutes in the city of New York was unexpectedly great; and after the pains taken to ascertain their names and residence, it became imperative upon those who had engaged in the inquiry, not to forsake these unfortunates; and more particularly so, if the proportion of Deaf Mutes was the same in the State as in the city, there must necessarily be from 400 to 500 in the limits of the commonwealth. These could not all be accommodated in one school, and many of those already known, were not able to find the means of instruction out of the State. The magnitude of the objects in view, and the necessity of something being done for our own Deaf and Dumb poor, increased upon investigation and inquiry. The number of this class of fellow-beings, in the country, could not be accommodated in one or two schools, and since it was satisfactorily ascertained that instruction could be imparted to the Deaf and Dumb, it was finally agreed to institute a school in this city, and open it as a Charity, as soon as circumstances would admit, in which the poor should receive gratuitous instruction, and those who were able, should pay in proportion to their means.

The meetings which were subsequently convened, were attended by those only who wished a School established in New York; and they accordingly organized a list of Officers and Directors in the spring of 1817, and applied to the State Legislature for an act of incorporation, which was passed on the 15th April, 1817.

On the 22d May, 1817, the Board of Directors met under the act of incorporation. One year rolled away, and little or nothing was done, for the want of means and a teacher. The principal events of this year were, the appointment of a committee to write to Europe, and make inquiries for a teacher. The answer was not received till the summer of 1818, and the terms were so extravagant, that the Directors could not comply.

On the 24th March, 1818, the Deaf and Dumb of New York were collected before a large assembly of ladies and gentlemen,

in the Court-room of the City Hall, where Dr. Mitchill, delivered a very appropriate address on the importance and practicability of instructing them[1]. In May following, Mr. Abraham O. Stansbury was engaged as a teacher, and the School was opened with four pupils, under his superintendence and instruction. The pupils soon increased, and the applications were numerous, and beyond the means of the Directors to provide for them. An application was accordingly made to the Corporation of the city of New York, from whom a donation of 500 dollars was received, and an annual appropriation of 400.

In the spring of 1819, the pupils had increased to forty-seven; when Drs. Mitchill and Akerly, accompanied by the teacher and eleven Deaf Mutes, proceeded to Albany, where the Legislature was then in session, before whom an exhibition was made. This visit resulted in a donation from the State treasury of 10,000 dollars. With the increase of pupils, it had been found necessary to engage Miss Mary Stansbury, as an instructress; and in June, with the further increase, Mr. Horace Loofborrow was also engaged as an assistant teacher.

In 1820, the pupils having increased to fifty-six, it was found that the expense of board, tuition, books, stationary and contingent charges, were so great, that unless the Directors stopped receiving pupils, and reduced their expenses, the funds of the institution would be soon exhausted. They resorted to both expedients, and yet, in the spring of 1821, they were obliged to make another appeal to the liberality of the legislature. Dr. Akerly, in behalf of the institution, arrived in Albany in the beginning of April, three days previous to the adjournment of the legislature, and obtained a grant of $2,500 in money from the treasury. When the subject was under discussion, Mr. Peter Sharpe, speaker of Assembly, stated, that at so late a period of the session, (the last day,) it was found impossible to prepare a bill for the support or endowment of the Deaf and Dumb Institution in New York; and as he was friendly to this, which he considered one of the best of charities he hoped the legislature would patronise it: he should therefore vote for the amendment of his honourable friend (Mr. Verplank,) to the supply bill, giving aid to the Deaf and Dumb. This would enable the Directors to keep the Institution in operation until they could apply to the next legislature for a more permanent endowment.

At that period the pupils were fifty-two in number, and the grant of $2,500, together with what was raised in the city of New

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[1]A copy of Dr. Mitchill's address is preserved in the Volta Bureau. —A. G. B.

York by donations, subscriptions, and benefits, etc. enabled the Directors to support the Institution with the same number of pupils another year.

In May, 1821, on the departure of Mr. Stansbury, principal teacher, for Europe, he was succeeded by Mr. Horace Loofborrow; and Mr. Clinton Mitchill was employed as an assistant teacher in the place of the latter.

In June following, the Directors published a work on the instruction of the Deaf and Dumb, which has since been used in the school of the Institution with manifest advantage. This work was arranged and compiled by one of the Directors, under the direction of the committee of instruction, consisting of Dr. Mitchill, the Rev. Drs. Milnor and M'Leod, Charles G. Haines, Esq. and Dr. A. Akerly.

At the commencement of the year 1822, it was foreseen by the Directors of the Institution, that with fifty-two pupils, there would be no funds left by spring for their support, and the stay and maintenance of the school. Further aid from the Legislature, as anticipated last year, was again contemplated and expected. Dr. A. Akerly, Mr. Horace Loofborrow, the principal teacher, and six of the Deaf Mutes, proceeded to Albany in the latter part of January, to make such explanations and demonstrations before the Legislature as might be found necessary. A bill was brought before the house by Mr. G. C. Verplank, and became a law on the 16th April, 1822. Under this law the Institution has been supported to the present time, with the aid of the other means detailed in the preceding Annual Report.

(*To be continued.*)

NECROLOGY FOR 1904 OF PERSONS CONNECTED WITH THE EDUCATION OF THE DEAF.

Bending, Eugene J.; Director of Manual Training in the Wisconsin School, at Delavan, since 1896; died April 25.

Bernasconi, Miss Merope; a teacher in the Genoa Institution for ten years and previously connected with the Milan Institution; died November 19.

Bertram, Dr.; founder of the Berlin city institution for the Deaf; died November 5.

Bonner, Samuel A.; a trustee of the Columbus, Ohio, Institution since 1895, and President of the Board since 1896; died April 5.

Brill, Bernhard; editor of the well-known Australian journal "Der Taubstummencourier"; died at Vienna, March 28.

Brooks, Mrs. Sarah Antoinette [Rogers]; a teacher in the South Carolina School and, later, in the Texas School; died May 3.

Davidson, Mrs. Edna Howes; for several years a teacher in the Pennsylvania Institution; died February 27.

Dawson, Ella S.; a teacher since 1890 in the Pennsylvania Institution; died September 29.

Erdmann, Dr. Bernhard; Director of the Stettin, Germany, Institution for a quarter of a century: died October 27.

Fechheimer, L. S.; a director, life member, and annual contributor of the American Association to Promote the Teaching of Speech to the Deaf; died July 5.

Foster, Mrs. Mary E. Unkart; a teacher at different times in the New York Institution at Washington Heights, a private school. the Mystic, Conn., Oral School, and the Malone, N. Y., School; died during the summer.

Gass, Marshall T.; Superintendent of the Michigan Institution from 1883 to 1903; died May 6.

Grow, Mrs. Lucinda E. [Hill]; a teacher in the North Carolina Institution fiteen years and in the Maryland School sixteen years; died November 14.

Guthrie, May L.; a teacher for five years in the Detroit School; died September 23.

Jastremski, Dr. John; Principal of the Louisiana Institution for twenty-one years; died July 5.

Jenkins, S. J.; Superintendent of the Texas School for Colored Deaf for seven years; died April 21.

Kilian, Konrad; born at Wurttemberg; he went to France at an early age; was a zealous promoter of the German method and founded two institutions for the Deaf; died at Grenoble, France, on March 4, aged eighty-one.

Kirfel, Mr.; Director of the institution at Kempen, Rheinish, Prussia; died November 19.

Klaus, Mr.; retired inspector of the institution at Gmünd, Wurttemberg, Germany; died in February.

Landis, Kate S.: for nineteen years a teacher in the Pennsylvania Institution; died July 28.

Latham, Dr. William H.; a valued teacher in the Indiana Institution for fifty-six years; author of several books on language teaching; died April 5, aged ninety.

Levit, Christian; a teacher at the Schleswig Institution since 1863, and prominently identified with every effort to further the education of the Deaf; died June 25.

Meagher, Martin E.; for many years teacher in carpentry in the Lexington Ave. School, New York City; died during the summer.

McCoy, Mrs. Eleanor [Langlois]; for twenty-two years a teacher in the Wisconsin School at Delavan; previously assistant Matron in the New York Institution and a teacher of a private pupil; died June 5.

Muller, Max; teacher of the Deaf at Leipzig, Saxony; died August 3.

Morrison, Frederick D.; Superintendent of the Maryland School for the Blind and of the Maryland School for Colored Blind and Deaf; died October 8.

Posey, Sarah J.; for thirty years a teacher in the Georgia School; died May 16.

Seiss, Rev. Dr. Joseph A.; member of the Board of Directors of the Pennsylvania Institution for twenty-three years and at the time of his death Vice-President of the Board; author of "Children of Silence"; died June 20, aged eighty-one.

Selby, Mary A.; a teacher for twenty-two years in the Illinois School; died December 17.

Staude, Elwin; publisher of the "Blatter für Taubstummenbildung" and a prominent authority on the education of the Deaf; died May 1.

Straw, Mary B.; a teacher in the Ohio Institution from 1876 to 1890; died October 8.

Streich, Traugott; Director of the Gmünd, Wurttemberg, Institution; died in December.

Swett, Ellen Harrington; Principal of the New England Industrial School for Deaf-Mutes, at Beverly, Mass.; died March 30.

Titze, G.; teacher of the Deaf at Karlskrona, Sweden; died November 6.

Tompson, Edward William Emery; a prominent resident of Brookline, Mass., warmly interested in the education of the Deaf, President of the Boston Parents' Association for the Education of Deaf Children; died February 4.

Townsend, Edward Mitchell; a Director of the New York Institution since 1882; died February 2.

Treibel, Counsellor D.; former Director of the Royal Institution for the Deaf at Berlin; died in May.

Todd, Mrs. Alice H. Freeman; a teacher for three yea s in the Michigan School and for three years in the Indiana School; died October 9.

Trist, Sophia J.; a retired teacher of the Pennsylvania Institution; died in September.

Waetzold, Privy Counsellor Dr.; chief of a bureau in the Prussian Ministry of Public Instruction; a warm friend and well-wisher of the Deaf and their teachers; died June 1.

Wait, Francis F.; a teacher in the Illinois School for six years, until 1898; died February 4.

Wardroper, Maria L.; a teacher in the Kentucky Institution; died September 2.

Wassmann, Wilhelm; for upwards of twenty-six years a teacher in the institution of Stade, Province of Hanover, Germany; died March 29.

Weed, George Ludington, D. D.; Superintendent at different times of the Columbus, Ohio, Institution and of the Delavan, Wisconsin, School; from 1875 to 1894 a valued teacher in the Pennsylvania Institution; author of "Great Truths Simply Told" and other books of similar character; died September 22, aged seventy-six.

Weisweiller, Nicholas; Director of the Cologne Institution and nestor of the education of the Deaf in Germany; connected with the Cologne Institution for fifty-six years—twenty-six as instructor; died November 19, aged seventy-nine.

BOOKS, PERIODICALS, AND REPORTS.

TWENTY-SIXTH REPORT of the California Institution for the Deaf and the Blind. 1904.

The Superintendent, Dr. Warring Wilkinson, reports the number of pupils in attendance on June 30, 1904, as 224, including both the deaf and the blind. Dr. Wilkinson presents a plan of "Institution Extension" that has much to commend it, and it may well be hoped that his purpose to put the plan in execution at an early date will bring ample demonstration of its practicability and value. In discussing it Dr. Wilkinson says in part:

"For several years I have been in correspondence with a large number of our old pupils; some of whom have graduated, and some of whom have left school under time limit or the harsh necessities of *res angusta domi* before they had acquired that accurate use of the English language which it is our chief effort to give. In many of their letters one could see reflected the scant intellectual atmosphere of the writer's environment, and the sad isolation due to his deafness. The aridity of life in the mountains, on cattle ranches, on remote farms, and in the mills where many have sought and found remunerative employment is not favorable to mental development, less even for the deaf than for those who can hear. Many of the letters I receive contain errors of grammatical construction, misuse of words, and those inverted forms of expression which are known as "deaf-mutisms," and which indicate certain processes of thinking rather than methods of education. It has been my custom to correct these letters and return them to the writers with such "notes" as seemed appropriate and helpful. The improvement in subsequent communications was so marked and satisfactory as to lead me to believe that an "Institution Extension" course might be organized, and inaugurated with profit and pleasure for former pupils. Those to whom I have spoken of it approve the undertaking. The expense in the experimental stage at least would be trifling. A small membership fee would pay for postage stamps. It may be necessary in special cases to supply books for the students, and the Durham fund or the Strauss fund would not be put to misuse if either were called upon to contribute something toward this method of advancing the welfare of the deaf. The teachers will be glad, I am sure, to cooperate in the way of preparing courses and correcting papers, while the California News, the Institution publication, can be made a useful adjunct in the scheme by becoming the official organ of the Extension work. The courses, when fully developed, will include studies in English, mathematics, history, and such courses in science as will enable the student to keep abreast with the progress of modern research and discovery. If there is a demand for Latin or modern languages, provisions will be made for satisfying such demands.

"Preliminary steps are now being taken to carry out the project, and it is hoped to have it in operation by the opening of the new year, 1905.

"So far as I know, the scheme outlined above has never been attempted for the deaf, and I am not prepared to say what its outcome will be, but the plan seems feasible, and its carrying out may prove so helpful and popular with the deaf as to justify the employment of a special teacher or even a corps of instructors, who shall give their full time to this means of advancing the best interests of those whose handicap of deafness interferes so seriously with intellectual progress."

Dr. Wilkinson argues at considerable length upon the day-school question, setting forth the disadvantages of day-schools in comparison with boarding schools.

ANNUAL REPORT of the Boston School for the Deaf, at Jamaica Plain, Mass. 1904.

This school has recently been removed to North Main Street, Randolph, Mass., (near Boston.) It occupies a handsome new four story building, and at the close of the last school year in June, the number of pupils enrolled was 49. The school pursues the purely O ·al method. The Superintendent, Rev. Father Thomas Magennis, discussing the subject of speech reading, makes the following interesting observations:

"To teach deaf children to understand what is said to them by observing the motion of the lips of those who speak to them is no longer a theory, it is an accomplished fact; it is not merely a science, it is an art. Children who were unable to understand a single word when they entered our school now read with ease from the lips of their teachers and more or less readily from the lips of others. It is not surprising that they read more easily from their teachers than from those whom they do not meet so often. There is as great a difference in the pronunciation of the same word by several persons as there is in the writing of it. As very few persons write a word precisely alike, although they make use of the same letters, so very few persons pronounce it alike. There is always some variation. The use of the labial muscles is more variable than the use of the pen. When we become accustomed to the handwriting of certain persons, even though the formation of the letters by them may be much more imperfect than that of others whose writing we rarely see, we read the imperfect writing without a conscious effort, and the other slowly and deliberately. It is so with our pupils. They read with wonderful accuracy from the lips of their teachers, with whom they are brought in contact during the greater part of the day, while they can read but little from the lips of strangers. This is because there is the same variation in orthoepy as there is in chirography. To teach deaf children to read from the lips of others and understand what is spoken to them is a great stride in advance of former methods of educating these children."

ANNUAL REPORT of the Texas Deaf and Dumb Asylum at Austin. 1904.

The Superintendent, Mr. B. F. McNulty, gives the enrollment for the last school session as 441, of which number 241 were taught orally. In referring to methods, he says: "All new pupils are placed in charge of experienced oral teachers and given ample time to show what they can do, being transferred to the Manual Department only when it has been thoroughly demonstrated that there is absolutely no talent for speech or speech-reading." The Superintendent commends in high terms the enterprise and the spirit of progress exhibited by the Principal of the school and nine of the teachers who at their own expense took a summer course of training at Northampton during the vacation period.

ANNUAL REPORT of the Glasgow, Scotland, Institution for the Deaf; 1904.

The number of pupils reported in the school is 168. The institution aurist, Dr. James Kerr Love, reports that he is conducting a Research the subject of which is Deaf Mutism, he having been offered a grant for the purpose by the Carnegie Trustees. Apparatus to the value of nearly $250. has been purchased and is being used—(1) To ascertain the distribution of the remaining hearing of the deaf child where such hearing exists; (2) To ascertain the nature of the neuro-organisms which exist in the suppurative condition present in the ears of the deaf. The well known Mr. W. H. Addison is the headmaster of the school.

ANNUAL REPORT of the Training College for Teachers and School for Children. 11, Fitzroy Square London, W. 1904.

This Training College and School is maintained by the Association for the Oral Instruction of the Deaf. In its more than thirty years' history it has trained over seventy teachers, and carried through its practice school a large number of pupils. The present enrollment of the school is 52 pupils, and pupils are permitted to remain under instruction until they are 16 years of age. The Director is Mr. Wm. Van Praagh and his teaching staff consists of four teachers.

ANNUAL REPORT of the Christiania Public School for the Deaf, 1903-1904.

Number of teachers: 18 including the Director, Mr. I. A. Fjortoft. Number of pupils: 78. Instruction, in eight classes is given in religion, Norwegian, natural philosophy, history, geography, arithmetic, penmanship, and drawing. The girls receive instruction in sewing, knitting, etc., and for the boys there is a shoesmaker's and tailor's shop.

REPORT of the Royal Bavarian Central Institution for the Deaf at Munich for 1903.

This institution can look back on a period of usefulness, covering a century. It is under the Ministry of State and receives an annual subvention from the Government; in addition to which many private individuals contribute very largely to the funds of the institution. The number of teachers, inclusive of the Director, is 13; and the number of pupils 103: 62 boys and 41 girls.

ANNUAL REPORT of the association of the deaf in the Russian Province of Schleswig, Holestein, for 1903-1904.

This association, whose object it is to extend financial aid to indigent and worthy deaf had an income of 29,668 mark, 10 pfennig ($7,061.co) and with this comparatively small sum has done a vast amount of good. The Report also gives an account of the home for aged deaf in the city of Schleswig. The number of inmates was 9, viz., 4 women and 5 men.

REPORT of the Swedish Home for Blind Deaf, for 1904.

This institution is conducted by Mrs. Elizabeth Anrep-Nordin at Vanersborg The number of inmates during the year was 25, viz., 12 boys and 13 girls, who received instruction in religion, Swedish, history, geography, arithmetic, singing, and gymnastics. A careful record is kept of the progress of each pupil, and is incorporated in this report thus giving a brief history of each.

ANNUAL REPORT of the West Australia Deaf and Dumb Institution at Cotteslow Beach. 1904.

This school has fifteen pupils in attendance. "The media of communication between the teacher and scholars comprise lip-reading, the manual alphabet, and writing; signs, with their inherent vagueness, being most rarely resorted to."

ANNUAL REPORT of the Victorian Deaf and Dumb Institution, at Melbourne. 1904.

This report shows an attendance of 72 pupils, "of which number 62 are instructed on the Oral, and 10 on the Manual or Silent System." Mr. J. Adcock is the Superintendent.

REPORT of the Public school for the Deaf at Trondhjem, Norway, for 1903-1904.

Number of steadily employed teachers: 10; number of teachers giving occasional instruction: 10. Number of pupils: 76, viz., 45 boys and 31 girls.

REPORT of the School Board of the city of Berlin for 1903.

Giving complete statistics of all the city schools. The city school for the deaf had one director and 21 teachers. The number of classes was 9, the 2d and 6th having three subdivisions, and the 3d, 4th, and 8th, two subdivisions. The total number of pupils was 200: 107 boys and 93 girls; 18 finished their schooling, and nearly all of them found places in some trade or business, which would assure their eventual independence. Through the evening school for adult deaf they are kept in constant contact with the institution.

ORDNUNZ DER GOTTESDIENSTE FUR TAUBSTUMME. [Order of exercises of divine worship for the deaf] of the Evangelical-Luthern Church of Hanover.

This work gives liturgies with responsive reading for the service proper and the celebration of the sacraments.

STATISTISCHE NACHRICHTEN über die Taubstummen-Anstaltan Deutschlands und der Russischen Ostseeproringen [Statistics of the institutions for the deaf in Germany and the Baltic Provinces of Russia], for 1905; ninth year, by J. Radomski, Pose, 1905.

This useful almanac shows an improvement over the previous year's issue, as it gives not only very full and reliable statistics of the German institutions, but also those of the Baltic Provinces of Russia.

TASCHEN-NOTIZ-UND-ADRESSBUCH für Taubstumme for 1905; 5th year; Leipzig.

The issue of this calender, in addition to the one previously referred to, shows that there is a demand for such books among the deaf of Germany. Besides the usual information found in Almanacs this one gives, in addition to the statistics of the German institutions for the deaf, a full list (as far as obtainable) of associations of the deaf throughout the world, a brief review of the German periodicals for the deaf, and a number of illustrated biographies of teachers of the deaf both of the past and present time.

HELEN KELLER: Mit Liv.

The Volta Bureau has received from the publishers, H. Aschehang, Christiania, the Norwegian translation of Miss Keller's life-story. It is a neat volume of 162 pages, small 8vo., with beautiful clear print, and embellished by several illustrations: Miss Keller with her dog; Miss Keller, Miss Sullivan, and Joseph Jefferson; and Miss Sullivan reading to Miss Keller. The translation is by Kathrine Faye-Hansen; and deserves the highest praise. It is not only a faithful translation of the original, but it reads like an original writing. The people of Norway may well be congratulated in possessing in this volume the means of becoming thoroughly acquainted with the wonderful story of Miss Keller's life; and we have no doubt that the book will find a wide circle of readers in the old Norse country, which has done so much for the education of her own deaf, and for their physical, mental, and moral improvement.

LIP-READING (La lecture sur les lèvres), by A. Bélanger, Paris, 1904.

This is a pamphlet of 35 pages, in which the well known French author speaks of lip-reading—what it means; the usefulness of lip-reading for deaf persons; the length of time which should be devoted to it; and, in conclusion, gives a large number of practical exercises, of course entirely adapted to persons whose native language is French.

DAS TURNEN DER TAUBSTUMMEN [Gymnastics for the deaf], by Dr. A. Gutzmann.

This is strong plea for the thorough gymnastic training of the deaf; instruction in gymnastics should be imparted by speech, just like other subjects; not by signs and mimics. Gymnastics are not only possible, but at least as necessary for deaf as for hearing persons, in order to make them strong and healthy members of human society. The author makes the following suggestions: 1. At every institution for the deaf instruction in gymnastics should be compulsory, both for boys and girls; 2. Every institution should have a thoroughly trained teacher of gymnastics, who at the same time is a trained teacher of the deaf; 3. Instruction in gymnastics should be under the surveillance of a specialist who need not be a teacher of the deaf; 4. The same excellence in gymnastics should be reached in the schools for the deaf as in the public schools; the very lowest number of hours devoted to this instruction should be two per week; 5. Instruction in gymnastics should be given by speech.

REPORT OF THE PROCEEDINGS of Meetings of the Council of Institutions for the Deaf, held at the Royal Institution, Derby, June 3 and 4, 1904.

The published proceedings show the meetings of the Council of Headmasters at Derby to have been most interesting. The principal topics discussed were: "The School Period," discussion being led by Dr. R. Elliott; "The Advisability of Extending the School Period to the Age of Eighteen," by Mr. Wm. Van Praagh; "The Disadvantages of Irregular Attendance," by Mr. W. B. Smith; "School Training of the Deaf, and its Relation to Industrial Pursuits," by Mr. P. Dodds; "A Scheme of Manual Training for a Large Institution," by Mr. W. Nelson.

In appendices to the Report are given tables of statistics relating to school population, number and classification of teachers, methods of instruction, fees charged, trades taught, etc. The statistics embrace all the schools in Great Britain and Ireland. The number of residential (board-

ing) schools is 26; of non-residential (day) schools, 24; total, 50. The following compilation shows the distribution of pupils as relative to the methods employed in their instruction:

	Method of Instruction.		
	Oral.	Silent.	Combined.
26 residential (boarding) schools	1709	447	355
24 non-residential (day) schools.....	1026	16	95
50 schools	2735	463	450

Foot notes to the tables show that a portion of 110 pupils are counted twice, being as may be inferred non-residential pupils attending, or under the supervision of, residential schools.

AMERICAN ANNALS of the Deaf. Washington, D. C. January, 1905.

This number of the Annals is almost entirely given to the publication of the papers and proceedings of the Ninth Conference of Superintendents and Principals of American Schools for the Deaf, held at St. Louis the past summer.

CONTEMPORARY THOUGHT.

FOR AND AGAINST FREE OBJECT INSTRUCTION.

In discussing this question an attempt is made to arrive at some conclusion relative to the often repeated statement that "the imitative method must be considered as a decided backard step in the education of the deaf." As regards the higher schools, we notice during the last ten years a methodical new development in instruction in the two modern languages, French and English. No one can close his eyes to this fact, although it may appear strange that just these subjects of instruction have taken a step in advance. The question will naturally be asked: What was the immediate cause of the reform? The answer is easily given: The unsatisfactory result of former methods. After long years of instruction the pupils were not able to use the foreign language in practical life, either in writing or speaking. The method used in teaching foreign languages so thoroughly disgusted the pupil, that as soon as he left the school, he threw all this seemingly useless knowledge overboard as ballast. Those, however, who were compelled to enter a business career, soon found out that the knowledge acquired at school did not prove an aid to them. The immense progress of commerce and intercourse between the nations in the nineties of the last century brought about a thorough reform in the instruction in modern languages. The old grammatical, systematic method was abandoned, and instruction was imparted by conversation and object lessons. In a recently published guide for acquiring the English language, the following principle is laid down: "From the very first hour of instruction the pupils must be led to the free oral and written use of the English language."

In our education of the deaf, the complaints relative to unsatisfactory results in the application of the everyday conversational language by the pupils, have not by any manner of means ceased. Only one shall be mentioned here. Mr. Finzer of Gerlachsheim says: "Pupils who have been deaf from their earliest youth, and who have, on the basis of our present method, mastered the most necessary forms of our language are exceptions. The most optimistic teacher of the deaf cannot close his eyes to this fact." What means, then, should the teacher of the deaf employ to make instruction in speech such as to interest the pupil and fill him with a desire to practically apply his knowledge? The teacher of the deaf must turn to real life, to a much higher degree than the teacher of a foreign language does in the instruction he imparts. The teacher of the deaf must permanently cultivate the following fields: 1. The live intercourse between teachers and pupils. 2. The intercourse of the pupils among themselves and with other human beings. 3. The natural objects of their surroundings in their relation to man as objects of use, or as objects in actual life. Mr. Kraiss-Wüzburg says very truly:

"Intercourse with such children (the deaf) teaches us that rational speech can only be acquired by them from the objects of their surroundings, and their use to human society, i. e., the conversational language following the seen object, must form the basis of all instruction in speech." It is evident, that all the modern efforts at reform in instruction (in foreign languages, in natural history, in history, and as regards the deaf in speech) spring from one common source, viz., to combat intellectualism, the educational idol of our times, by taking into account, as a matter of principle, the inner life of the child, its mind and will power. From this point of view, free object instruction should be considered, and in this regard it has to fulfil a great and important mission in the education of the deaf. No one, if he is sincere, could consider it a backward step. That free object instruction also has its opponents is but natural.

The starting point of every discussion regarding free object instruction is generally Hill's well known axiom: "Develop speech in the deaf child just as actual life produces it in the child possessed of all its senses." Hill proves this rule in such an admirable manner, that it will not be amiss to quote him: "The method of instruction according to which our language can develop into an actual need for life also in the deaf, is best indicated by common everyday life; for, after a few years, the child possessed of all its senses acquires without any special instruction a language which fully meets all requirements. If we observe closer in what manner language develops in the child possessed of all its senses, we find that it learns this language through its innermost desire, through the objects which it sees in its surroundings, and through its actual need of a means of communication. The mother shows to the child the objects of its surroundings, points to them, and speaks the names of the objects." In teaching speech to deaf children, this same road should be followed. The trouble with Hill was, however, that object instruction frequently became a mere nomenclature, overburdening the deaf child with a long list of many unnecessary words. The natural acquirement of speech by the child is composed of two elements, viz., the natural influence of every day life, and the psychological power of the child's interest in the subject. The former furnishes the matter, and the latter instils the form of speech into the mind of the child.

Free object instruction of the deaf aims at the application, as a principle, of these two elements, with the view to give to the deaf a useful conversational language, a language which closely grows into its mind and becomes its firm possession. Only if this is done—and not otherwise—will Hill's axiom, "Develop speech in the deaf child, etc.," (quoted above) become true.

A number of objections have been raised against free object instruction in schools for the deaf, principally by persons who do not separate thought and speech, and are fettered by the influence of the grammatical method. As regards the principal objections it will not be amiss to ask some counter questions:

Some people say: 1. The mother's speech-school cannot be imitated in the instruction of the deaf. We ask: Have we obtained satisfactory results by straying so far from it? Is not the little deaf child also an ignorant child possessed of subjective interest and a vigorous mind? For the very reason that our pupils are "deaf" and "mentally poor," we must as far as possible put free object instruction into the school of life.

2. Every day life does not place before the eyes of the child everything which it should know. Is it not sufficient if the pupil learns to

designate with some degree of certainty the objects which pass before his eyes, say in three years? Does the child by methodical descriptive instruction learn to know everything which it needs in every day life? The main question is not "how much," but "how."

3. The rapidly passing life with its manifold phases cannot be transplanted to the school room. Is it not already a great point gained if the pupils learn to correctly indicate the events and objects of every day life with their teachers and fellow pupils? Does not our life have innumerable relations with the life of the great outside world?

4. The phantasmagoric changes of every day life will confuse the children. Do the hearing children appear to have a confused mind? Are we to occupy our pupils for weeks with one and the same subject? Does not variety produce pleasure and happiness?

5. The close following of every day life produces a lack of suitable subjects for instruction. If I were to ask my pupils of the second year whether they had ever suffered from such lack of subjects, I feel convinced that they would all answer: "No, never!"

6. Free object instruction neglects the forms of speech and logical thought. Has the methodical descriptive instruction and the special instruction in grammatical forms produced satisfactory results as regards the practical application of the forms of language? To the questions, "what do you call thinking?" and "how do you teach thinking?" even science in our days furnishes widely differing answers. It is a fact that the more talk there was in schools of thinking, the more determinedly pupils were forced to think, all the less did they learn, and all the more monotonous and unnatural did the method of instruction become.

In conclusion, it must be acknowledged that our instruction in language is still too much influenced by old theories, especially the narrowing, philosophical hypothesis that thought and speech are identical. What our pupils are to learn in the lower grades is not in the first line "thinking" but "speaking." Instruction in speech does not aim at the acquirement of new thoughts, but is solely intended to teach the deaf to speak as people speak to each other in every day intercourse—[Blatter für Taubstummenbildung.]

THE LOOKING GLASS IN SCHOOLS FOR THE DEAF, AND LIP-READING.

What children are *able* to see of naturally spoken words, this they *must* learn to grasp. This is absolutely necessary; on the other hand, it cannot be expected of a deaf person who has not had much schooling that he should at once correctly read off naturally spoken words, without having recourse to guessing, which of course invariably proves a hindrance. To meet the requirements of natural speech on the one side, and distinctness on the other, the looking glass is used to great advantage. By its aid the teacher can, when preparing himself for the lessons at home, observe and regulate his own speech; and it should also be used as much as possible in the class; which of course is followed by still greater success because the pupils immediately prove the correctness of the limit drawn by the teacher. The pupils are to understand that the teacher is right when he does not open the mouth any wider than he actually does, because the difference between this and a similar

word will also be seen by opening the mouth less. If the unpractised does not immediately distinguish this difference, his sight will be sharpened by an exact repetition. On the other hand, the teacher who carefully observes his own manner of speaking will see that, without interfering with its naturalness, he must in the beginning here and there go a little farther, pay more attention to this or that articulation, and speak more slowly; in the course of one instruction, how he can then speak faster and with less sharp articulation. To ascertain whether the children have read off correctly, the spoken word should be written down by them. The teacher will then underscore wrongly written words, and discuss them. He will speak and write the erroneously written word. Both is done by the aid of the looking-glass, and by pointing out the easily observed little differences. Then follows alternately the speaking of the rightly and wrongly written word. The pupil must show by speaking after the teacher, whether he has read off correctly, and the teacher will confirm the correctness by nodding and pointing out, or if necessary call attention to mistakes which have still crept in. The same ccurse is followed in improving portions of sentences and whole sentences. The looking glass will in most cases tell the teacher that he has to pronounce the combinations in a natural manner.

A suitable means of preserving the natural character of the pronunciation is to speak sufficiently loud. The louder the teacher speaks the less distortions of the mouth will there be, for articulation is more distinct, better defined. If on the other hand the teacher does not speak loud—of course excluding all yelling—he loses more and more the feeling whether he articulates distinctly or not, and comes to make grimaces through his efforts to make himself understood, as the hearing does not to such a degree as in loud speaking serve as a standard of distinctness. This is ascertained through comparative observations by means of the looking glass. You can do without the looking glass far more when speaking loud than when speaking in a subdued tone of voice.

As regards accentuation, the looking glass will show the teacher that the grasping of more strongly marked syllables can easily be accomplished by means of the sense of sight, and that the pupils can be taught to observe the difference between more or less accentuated syllables. If the teacher avoids more and more all nodding of the head, and other motions indicating accentuation, the pupils learn to watch the finer movements of the lips. As regards the use of the looking glass by the pupils, the following may briefly be stated: As often as necessary teacher and pupil should use it in common, whenever the difference is to be clearly shown between two similarly looking (as regards the movement of the lips) words. The looking glass should also be held before the pupil who in speaking distorts his organs of speech, so as to show him the ugly impression which he thereby produces on others.—[Blatter für Taubstummenbildung.]

ART IN THE COURSE OF THE EDUCATION OF THE DEAF.

Of late years the subject of education in art has been widely and thoroughly discussed among educators. Some people probably think that the subject is an entirely new one; but on closer observation it will appear that the aim of artistic education, viz., to bring the life of the

people in close touch with art, was reached in former times in a very effective manner, more so than is the case now. It is well known that among the ancient Greeks, the whole nation was pervaded with an artistic spirit. Though not so pronounced in the middle ages, all classes of the people were brought under the influence of art, owing to its religious and ecclesiastical character. Only in the age of renaissance a new element began to appear by gradually establishing a separating gulf between those who had enjoyed a humanistic education, and the common people. Although great artists arose ever since the middle of the thirteenth century in many countries of Europe, art did not yet become the common property of all; the life of the people was not permeated by an artistic spirit. Since the middle of the nineteenth century, however, we can notice a very perceptible turn for the better, and now education in art has become a prominent subject in most of our German schools.

What applies to all young people, applies in a special sense to the deaf, who are greatly in need of having their inner life strengthened and ennobled. Nothing will do this more than an artistic—we use the word in the broadest sense—education, an education which in the children awakens an artistic spirit, an appreciation of all that is beautiful in nature and art.

To begin with: the first steps in such an education are cleanliness and order in everything which pertains to the school room and the persons of the pupils; next, the sense of the beautiful should be awakened by suitable decorations—pictures, busts, flowers,—of the school room; next some good picture books for the use of the child in its home. What the picture book does in the home, the wall picture does in the school room. Well executed pictures on popular subjects should be found on the walls of every school room; not too many, so as not to scatter the attention of the pupils, and not to be changed too frequently, best about once a quarter. For the lower classes of the school we would recommend that the wall pictures should show single situations, either of landscape or "genre," where the subjects become interesting through their ethical character or the beauty of coloring, or through both. Landscape pictures representing scenes from the country or province where the children have their home, will tend to awaken a love of home. For the middle grade, we would recommend pictures covering a wider range of subjects, each picture reproducing as exactly and distinctly as possible the typical features of each subject. Attention should also be paid to the surroundings of the subject and to the back ground. In the higher grade, acquaintance with the subject goes already beyond the typical features, and extends—though at first only to a slight degree—to accidental features, e. g., the effect of light and air at different hours of the day, the color effects of the surroundings, etc.

Practical instruction in drawing, etc., will doubtless bear richer fruits among surroundings like we have indicated in brief outline. As an educator states it: "Only by surrounding the young with objects of true art, by making them familiar with everything beautiful, will they in after life he guarded against the admiration of 'shoddy' in art; and their æsthetical sense will be awakened both in their work and their leisure." And another one says: "Unconsciously, the recollection of beautiful and valuable pictures will be fixed in the mind of the child, and contribute its share toward ennobling him when grown up, readily to distinguish the valuable from the valueless; and endow him with what we term—good taste."—[Blatter für Taubstummenbildung].

FOURTH ANNUAL MEETING OF THE ASSOCIATION OF TEACHERS OF THE DEAF OF NORTHWESTERN GERMANY.

This meeting was held on the 3rd and 4th of October, 1904, in the ancient city of Lübeck, one of the "free cities" of the German Empire, and during the middle ages the most powerful of the so called "Hause Towns."

Among the subjects on which papers were read and which were discussed by the delegates, we note the following: "The speech of the teacher of the deaf and its influence on the lip-reading of the pupils;" "The sensations of speech and their localization," of which the following are the leading ideas: 1. Sensations of speech are called forth by incentives (*Reize*) of speech; when the latter have ceased, the former leave ideas of speech. 2. The motions, touches, etc., effered by the act of speaking, exercise an incentive influence on the organs moved and touched. The incentives of speech issuing from the organ of speech of another person are perceived by the deaf by their senses of sight and touch, whilst those of his own organ of articulation are perceived by him solely through the sense of touch. 3. A person endowed with all five senses is hardly conscious of the sensations of speech caused by his own speech, as spoken language has for him a purely acoustic character. 4. The first starting point of the motorial and sensorial nerves, which end in the periphery of the body, is found in the central organ of the nerves. 5. The cortical representation of an organ, the eye, the tongue, the throat, etc., must be sought in a region of the surface of the brain located diametrically oppose to it. 6. In addition to the centres of the various organs on the surface of the brain, there are similar centers which are formed in the course of life, through exercise. 7. The results of inquires relative to the localization of the various actions of the brain, can be gained only in persons possessed of all their senses or at any rate hearing persons. Consequently, the rules laid down for such persons cannot to their full extent be applied to deaf persons.

Another subject was, "The reform-method in instruction in drawing." The leading ideas of this paper were the following: The methods of instruction in drawing which have been in vogue hitherto, do no longer meet the requirements of this branch of instruction in schools for the deaf. The reform-method does this to a much greater degree. It should, therefore, in preference be followed in institutions for the deaf. 1. The reform-method is closer to nature than the former methods. The method of study has had a decisive influence on forming the child's mind. 2. The reform-method by its vast range of subjects and the use of the most varied material produces a host of new impressions, and makes the existing ones clearer. It is, therefore, of greater value for schools of the deaf. 3. By the instruction in modeling which forms part of the reform-method, a more thorough idea of space is obtained, as well as a greater development of the sense of touch and manual skill. The development of the latter is of exceedingly great value in the occupations which deaf persons mostly choose. 4. The sketching cultivated in the reform-method brings about a quick perception and rendition of the characteristic features of an object. Sketching thereby becomes a new and valuable means of expressing ideas. 5. The development of the sense of form and color aimed at by the reform-method becomes a source of great and pure enjoyment by causing a deeper appreciation of the beauties of nature and art. For deaf pupils, therefore, it becomes a very important factor in their development of mind and heart. The paper was followed by a second on the same subject.—[Blatter für Taubstummenbildung.]

THE DRUM-LANGUAGE OF THE ABORIGINES OF AFRICA.

Mr. Leo Frobenius, in his work "National character-sketches," speaks of this remarkable means of communication of the aborigines in German Southwest Africa, from which we give the following extracts: It is well known that the Dualla tribe in the German colony of Kamerun possess an exceedingly developed language of signals, and use it on many occasions. By the sounds of kettledrums reaching many miles, several villages will discuss the most important affairs. The speech is produced by striking the kettledrum in different places. There are four different sounds; these sounds can also be imitated by the mouth, and they then form a language which differs considerably from that of every day life. Not only can the sounds be produced by opening the mouth and gently tapping the cheek, but they can also be whistled. The drum-language is an independently developed language of syllables. It is used most in the western regions of equatorial Africa, but no less in Oceanica, principally those groups of islands which lie to the Northeast and Northwest of New Guinea, likewise on the Amazon River and in Mexico. The instrument used for this speech differs considerably in different parts of Africa. In Southern Kongo it is generally carried suspended from the neck, in Northern Kongo, it is stationary and rests on four supports or legs. In the South we find two forms, one a roller-like instrument, and the other shaped like a box with a slit on the upper side. In the North the round hollowed out stems of trees lie directly on the ground in the villages under the roof of the meeting house. Some tribes do not even take the trouble to fell a tree, but simply make a hollow in a standing tree. In many places of the forest you find such trees; wherever there is a trap for elephants, a good location for hunting, or where a ferryman can be signaled from the opposite side of a river, we find such trees.—[Blatter für Taubstummenbildung.]

THE EDUCATION OF TEACHERS OF THE DEAF.

The following are absolutely *necessary* for the practical education of teachers of the deaf, in addition to a general knowledge of pedagogics: a. A knowledge of the physiological processes in speaking, not only as regards single sounds, but principally as regards the transition of one sound to the other, and the combination of sounds. b. A knowledge of the substituting character (this includes a knowledge of mimics) necessary to transfer impressions received to the mind so as to become the mental property of the pupil. c. A knowledge of the mother tongue, as to its etymology and syntax. d. A knowledge of the manner in which a foreign language is acquired practically (not grammatically.) (Berlitz School.) e. A knowledge of the history and literature of deaf-mute education.

It is *desirable* that the above mentioned knowledge should not be the organs of sense of persons possessed of only four senses, which is too scant, and that it should not only form a basis but also an incentive of further development. Lectures by university professors are not necessary for this purpose. A short practical course in some old established institution for the deaf is much to be preferred. The most essential point

on which the instructor of teachers of the deaf should enlighten them, is the knowledge that no mysterious and peculiar methods are needed for the education of the deaf in speech and morals.—[Blatter für Taubstummenbildung.]

REORGANIZATION OF THE MUSEUM OF THE FRENCH NATIONAL INSTITUTION FOR THE DEAF AT PARIS.

The new recently appointed Director of the National Institution for the Deaf has thoroughly reorganized the museum of the institution. Arranged in the large hall in the first story it now presents a very interesting collection. Above everything else, we can here learn from the works of art to what height deaf artists can rise. The twofold character of the museum, viz., a historical and an artistic museum, has been preserved; and all the articles are arranged under these two heads. The historical division shows, so to speak, an illustrated history of the education of the deaf. It contains: 1, views and plans of a very large number of institutions for the deaf both French and foreign; 2, portraits of all the prominent teachers of the deaf of former and present times; 3, portraits of persons [authors, philosophers, physicians, etc.] who by speech and writing have furthered the cause of the education of the deaf; 4, portraits of famous deaf persons; 5, various articles: medals, engravings, illustrated works, etc., which have a bearing on the education of the deaf. The second, or artistic division, comprises the works of deaf artists: sculptors, painters, engravers, lithographers, etc. For many of these works the deaf artists have received prizes at the annual exhibitions, and several have been bought by the government or by the city of Paris. Every Tuesday, which is visiting day at the institution, visitors are shown round the museum, and an opportunity is offered to them to personally convince themselves of the artistic capacities of the deaf.—[Blatter für Taubstummenbildung.]

STATISTICS OF THE CAUSES OF DEAFNESS AMONG THE PUPILS OF THE SWEDISH INSTITUTIONS.

Dr. Nils Englund has carefully prepared these statistics f om personal observations. The total number of pupils in the Swedish institutions for the deaf as 2,426. Of these 972 (40.07 per cent.) were born deaf; and 1,454 (59.63 per cent.) had become deaf at a longer or shorter time after birth. The causes of deafness among the latter were as follows: scarlet fever: 421 (28.90 per cent.—the percentage in this and all the following cases is that of the 1,454 who had become deaf); diphtheria and scarlet fever: 17 (1.18 per cent.); measles: 30 (2.07 per cent.); whooping cough: 14 (0.96 per cent.); typhoid fever: 50 (3.44 per cent.); influenza: 15 (1.03 per cent.); small pox: 3 (0.22 per cent.); inflammation of the brain: 428 (29.43 per cent.); various fevers: 115 (7.91 per cent.); convulsions 107 (7.36 per cent.); diseases of the ear: 19 (1.31 per cent.); colds: 13 (0.89 per cent.); water on the brain: 4 (0.27.); rickets: 18 (1.24 per cent.); external injuries: 12 (0.83 per cent.); neglect: 2 (0.13 per cent.); various. not clearly defined sickness: 75 (5.16 per cent.).—[Nordisk Tidskrift for Dofstumskolan.]

THE INSTITUTION PRESS.

COMPLETE SEPARATION OF DEPARTMENTS A NECESSARY CONDITION FOR SUCCESSFUL ORAL WORK.

"Practice makes perfect." An habitual use of the sign language perfects one in it; a continual use of the manual alphabet leads one to the use of good English; and a constant use of spoken language and lip-reading tends to produce perfection in this mode of imparting and receiving thought. In the education of the deaf they do not dovetail, and, like oil and water, they do not mix well. But a cursory investigation into the conditions as they exist would reveal this admixture of thought-expression and of thought-receiving methods in use in all of the combined method schools. It is self-evident that this is not the ideal condition. One of our esteemed brother editors and principal of one of the largest schools for the deaf in the country says of this mixture:

"As long as the atmosphere our oral pupils move in is manual their speech will be little more than a name. Out of the class-room they talk in signs, and even in class they will use signs, except when they address the teacher or speech is required of them in some formal work. They think in signs constantly, and when required to use speech they undergo a process of translation. We declare, advisedly and without fear of successful contradiction, that wherever the conditions are as stated above, efforts to impart practical speech to children deaf from infancy are, with an isolated exception here and there, wellnigh a failure. The logic of the situation as well as the facts sustain the assertion. As Lincoln declared that the country could not exist half free and half slave, so we hold that our schools cannot continue half oral and half manual."

What are the explanations we educators make for this state of affairs? Only one, and it is an explanation that explains—the varying condition, mental and physical, of the children who come to us. Some are capable of being instructed under the oral method—the best method toward making a four-fifth child a normal child; those not capable of receiving instruction under this method are instructed under the manual-alphabet method; and there is a per centage of pupils who are on account of mental infirmities not able to make progress in the above methods and the sign language is used in their instruction. This potpourri of methods necessarily has to be used in the school-rooms of the combined method schools. The children are thus classified and instructed. But they are in the school-room less than half of the day. After school hours they mingle together and they must all have a common method for the interchange of thought and the easiest is the sign language and they use it. To eradicate the sign language from a school where it has once been introduced is like trying to get rid of Johnson grass in a cotton patch.

In the states where the schools are small it is impracticable to advocate a separate plant for each method on account of the great expense it would entail, but in some of the larger schools where a new plant is to be built or one is in contemplation, it would be advisable to erect three small ones, all in the same vicinity, but far enough apart to insure no intermingling and under one general head. Put all pupils who have had oral instruction, but know the sign language, into the sign department and continue their oral instruction as far as practicable; put all the children who have been instructed under the manual-alphabet method and who are familiar with the sign language into the sign department also. Open up the new department of oral instruction with all the newcomers, then those who make no appreciable progress may be carried over to the manual-alphabet department and on to the sign department if deemed necessary. This would at the beginning crowd the sign-department for a few years, but it would effectively eliminate the sign language from the oral and manual-alphabet departments and eventually the new departments would assume the ratios as were maintained under the old combined method system.

Then each department could *practice, practice, practice* its own method, knowing no other inimical to its progress and "practice makes perfect."—Florida School Herald.

A PROPOSED PLAN FOR TRAINING TEACHERS DISCUSSED.

In a previous editorial we commented on the article in the Annals by Mr. E. S. Tillinghast upon the subject of training teachers of the deaf. The plan he proposes is that the Convention of American Instructors establish a bureau for the purpose, a committee from which shall formulate courses of study, prescribe qualifications of teachers, conduct examinations, and issue certificates. In criticism of this plan we said in part:

"The plan he suggests in the above quotation would probobly come nearer receiving the endorsement of the entire profession than almost any other. But we fear it would meet the same obstacle that Mr. Tillinghast in his article says the idea of a central normal school to be patronized by the entire profession would have to combat, that is, the divergence of opinion upon methods. Pure-oralists would want the students trained along oral lines alone; advocates of the combined-system would insist upon having them trained in manual as well as oral methods. Could these conflicting views ever be harmonized into a scheme that would prove generally satisfactory? Either the one demand or the other would have to be eliminated. If the former were eliminated pure-oral schools would hardly feel under obligations to appoint teachers not trained in accordance with their views; if the latter, the demand from combined-system schools for teachers could not always be supplied. The only way the scheme suggested could be made to work, would be to have two parallel schemes, or in other words, two courses or two sets of requirements and two distinct examining committees."

To this the Optic makes the following reply:

"We believe it to be the most feasible plan ever yet suggested. It obviates more of the serious obstacles with which our path of progress is beset than any plan of which we have ever read or heard. With such a system adopted and made a law in each State, the teaching force of our schools would be forever rescued from the disastrous results of politics, nepotism and favo itism which so often menace our welfare. It seems to us that the differences between the oralists and combined-system people could be very easily managed. We suggest for this purpose, not two different commissions, working separately, as Bro. Blattner seems to think necessary; but two parallel sets of requirements. Let the qualifications of a teacher in the combined-system school, especially in the manual classes, be a knowledge of the sign language besides his literary and moral qualifications. But, instead of a knowledge of signs, let the teacher in an oral class be required to have a thorough knowledge of the position of the vocal organs in making every sound required of the deaf in articulation. We can see no intelligent reason why such a system might not operate harmoniously and to the good of our schools. It would relieve superintendents from much embarrassment."

It may be seen from the above that Brother Yates of the Optic and we agree as to the sort of training prospective oral or manual teachers should receive, but differ as to the organization of the commission—our friend uses that term and we like it better than committee—who shall have the work in hand. We said in the article which he quotes that there should be two such bodies; he claims one is sufficient. Our contention was and still is that a single body composed of a mixture of oral and manual teachers would not harmonize and would be incompetent to produce the best results in either oral or manual training. Such a scheme would bar out some of our very best oral teachers, as they know nothing about manual methods and could therefore be of slight service in mapping out a course of study along manual lines, prescribing qualifications, or conducting examinations, and it would bar out some of our most successful manual teachers, among them many deaf, as they know little or nothing about teaching speech. We, however, yield to the Optic to the extent of conceding that the idea of a single body is perhaps feasible, provided there be two sub-committees, one in charge of the oral and the other in charge of the manual work, whose *ipse dixit* as to principles and practice shall not be reversed or interfered with, the one by the other. But while making this concession there still arises in our mind a doubt, as it did when we wrote our previous article, whether the schools throughout the country could be brought to unite on one plan. In the first place, there are those, regardless of method, who would not surrender their prerogative of and responsibility for judging the qualifications of their teachers. In the second place, the oral schools would hardly feel inclined to come into any such deal, nor do they, we opine, feel the necessity for such action. A large percentage of oralists have come to look upon the Convention with distrust: whether there be reason for this feeling we shall not venture to say, but that it exists no well-informed person will deny. They give their allegiance to the speech Association and look to it alone for inspiration and guidance. If there shall be a commission to establish a course of study, prescribe qualifications, and conduct examinations, these oralists would prefer that it be under the auspices of the Association. Moreover, teachers with diplomas from such a commission would find their way into many combined-system schools. And there you are.—The Lone Star (Tex.).

SOUTH CAROLINA SCHOOL HISTORY.

Recently Superintendent Walker was in Columbia and he hunted up the records in the Clerk's office and found the following facts in regard to the bill that was passed in 1821, authorizing the establishment of an asylum for the insane and a school for the deaf.

Under the date of Dec. 20, 1821, he found the following:

"Whereas, The benevolent purposes of society require, on the part of the State, a public institution for the reception and care of lunatics, for the instruction of the Deaf and Dumb. An act to authorize the erection of suitable buildings for a Lunatic Asylum, and a school for the Deaf and Dumb."

Then under the enactment part he found:

"$30,000. for purchase of sites, at or near Columbia for the establishment of a lunatic asylum, and a school for the Deaf and Dumb and for erecting a building of brick or stone, and covered with tile or slate suitable for the purposes of a lunatic asylum, and another building of brick or stone, suitable for the purposes of a school, wherein the deaf and dumb may be instructed."

Then under the date of Dec. 21, 1822, he found this:

"And be it enacted that all former appropriations for public buildings be, and the same are hereby repealed."

Then in 1834, came the act which appropriated $2500 to send deaf pupils to Hartford. So this straightens the point out.—Palmetto Leaf (S.C.).

SIGN-LANGUAGE "LECTURES" CRITICIZED BY AN EXPERT.

Not so long ago I read a book—a novel that was the popular hit of the day, and soon after I saw it "lectured." Murdered is the proper word, for it takes rare skill, and rare ability in the sign-language, and what is rarer yet, rare facility in condensing to make such a lecture other than a dreary farce.

Associations of the deaf that aim to educate or to dive t by lectures should cut out this folly. Good books are so cheap and libraries are so plentiful that there is no excuse for asking people to sit two hours of a dreary recital during which a popular book, or play, is killed, dressed, drawn, and quartered, and through the whole pitiful thing not a semblance of the original.

Real lectures are a treat. But nine out of ten lectures before deaf audiences are a bore.

Here in my own community I could pick out a dozen good lecturers and suggest topics. One man is an expert with rod and gun and knows where to go and when to go and what to go with and he could entertain in real good style, not one evening merely, but a dozen.

And here is yet another carrying on a lucrative business, having enough experiences, ludicrous, humorous, grave and gay, in a month, to make up a good evening's entertainment, but when he was asked to lecture he hunted up the encyclopedias and histories and gave the "History of Hoboken, N. J."

And yet another, who went through college, got his degree, and had innumerable encounters with the joyous side of the life-collegiate, accepted an invitation and gave a lecture on "The History of the Republican Club of New York." In a nut shell, the shoemaker to his last.—Alex. L. Pach, in the Silent Worker (N. J.)

A FUND SUGGESTED TO ENABLE TEACHERS TO TRAVEL.

We wish some friends of the School would endow what, for want of a better name, might be called a "Traveling Fund," whose object should be to provide our teachers from time to time to visit other schools while in session, and thus learn from actual observation what is being done elsewhere, and wherein their own work might be rendered more effective. In the public schools this is easy, the teachers from one school receiving leave of absence now and then for the purpose, and in fact we believe that in a number of cities this is actually the practice. But with schools for the deaf or blind, scattered and far apart as they are, this is out of the question, except with the superintendents, and even with those only once in a long while.—Colorado Index.

GIVE THE MANUAL ALPHABET A TRIAL.

We wish a few of our worthy friends, who by using signs oppose the use of the manual alphabet, would make the following test in all seriousness and conscientiously: Use the manual alphabet and insist upon its use by your pupils, whether dull or bright, in class and everywhere, in all conversation, in all recreations, and at every opportunity for one month and then let us know what you think. One month is too short a time for a fair test when signs are firmly implanted, but you can see the effect, we're sure.—Utah Eagle.

The Superintendent has recently attended a number of county institutes, taking with him a few of the pupils. His brief talks about the work done in schools for the deaf have aroused a great deal of interest among the teachers, and invitations to attend institutes have been more numerous than he could accept. In this way, Dr. Crouter is enabling the public school authorities and teachers to understand that the school for the deaf bears a close and intimate relationship to the public schools of the state. The presence of the pupils has caused increased interest and enabled teachers better to understand the capabilities of the deaf and the methods by which they are taught. It would be well if the public school teachers were familiar with the work done in schools for the deaf and for the blind, and in other special schools of Pennsylvania.—Mt. Airy World (Penn.)

We have been strongly impressed with the fact that deaf children do not begin to ask as many questions as to the why and wherefore of things as hearing children do. Most hearing children want to know the why of almost every thing. They begin it even at their parents' knees (sometimes to their discomfort, it is true), and in this way learn much. Let an average hearing boy hear you say, for instance, that Texas is often referred to as the Lone Star State, and if he does not know already, he will immediately want to know why. Tell many deaf boys that and they would take your word for it and it would never occur to them to ask the reason of it. This is no doubt attributable to their not thinking, and along with our other exercises to develop the thinking powers of our pupils we should encourage them to ask more questions.—The Washingtonian.

EDITORIAL COMMENT.

THE CHANGE IN THE PRESIDENCY OF THE ASSOCIATION.

We but give voice, as we feel, to the universal regret among the membership of the Association occasioned by the retirement of Dr. Alexander Graham Bell from the Presidency. He has served in the office two terms, covering in all a period of ten years, and they have been certainly years of prosperity for the Association and of marked advancement of its work of promoting the teaching of speech to the deaf. Dr. Bell's desire to retire from the active direction of the Association as its President has long been known, and the Board has finally consented to relieve him, doing so at its recent annual meeting in December. It will, of course, be understood that Dr. Bell still retains his place on the Board, and he will therefore continue to give to the work of the Association, as in the past, the benefits of his wise counsel and his unabated interest.

But the general regret because of Dr. Bell's retirement from the executive office is undoubtedly tempered for every member in the knowledge that the position is to be so worthily filled by his successor in office, Dr. A. L. E. Crouter. Dr. Crouter has been from the founding of the Association a member of its Board of Directors, and he is therefore entirely conversant with its affairs and in thorough accord with all its policies. Moreover, his large and varied experience as an educator, and his position as head of the largest oral school in the world, well fit him for the position and give guarantee that in his administration of the Association's affairs its work will be continued along wise and progressive lines.

F. W. B.

TO RAISE AN ENDOWMENT FUND TO ENABLE THE ASSOCIATION TO MAINTAIN A TRAINING SCHOOL FOR ARTICULATION TEACHERS.

The project of raising an endowment fund the income of which shall be used for the maintenance of a training school for articulation teachers has long been under consideration by the Directors of the Association. It has been strongly felt by the Board, in view of the great growth in the oral work throughout the country in recent years, and of its prospective continued growth, and in view of the insufficiency of existing facilities for giving training to the large number of untrained, or meagrely trained teachers now in and continually coming into the work, that the Association as an organization has a special responsibility in the matter, and one that it can discharge only by the establishment of a training school with sufficient financial support to enable it to provide instruction of a high standard, to large numbers, and at a cost that shall not be prohibitive to the most poorly paid teacher in the work. To enable the Association to secure this financial support, it has been decided to raise a permanent fund or endowment in amount sufficient to provide in its income for such support, and with this purpose in view the following letter has been prepared and mailed to all members of the Association who by it are requested to indicate the amount they may individually be willing to contribute toward the fund:

1331 Connecticut Avenue, Washington, D. C.,
December 22, 1904.

To the Members of the American Association to Promote the Teaching of Speech to the Deaf:

Great interest has been manifested in the proposition that the American Association to Promote the Teaching of Speech to the Deaf should support a training school for articulation teachers; and the time is now ripe for action. The Directors have had this matter under consideration for some two or three years, but believe that it would be impracticable to undertake the establishment and maintenance of a training school of the high standard desired without a substantial increase in the present sources of revenue of the Association. The total Endowment Fund at present amounts to only $26,200, and the

Directors believe that it would not be safe for the Association to embark upon this enterprise without a special endowment of at least $25,000 in addition to the present Fund.

The annual meeting of the Board of Directors will be held within a few days and it is desirable that the Directors should have definite information as to the extent to which they may rely upon the members of the Association for financial assistance in this matter.

I therefore request members to communicate with the General Secretary and Treasurer on the enclosed form stating what amount they would be willing to contribute towards this object, with the understanding that no contributions will be called for unless at least $25,000 shall have been subscribed.

Yours respectfully,

ALEXANDER GRAHAM BELL,

President of the American Association to Promote the Teaching of Speech to the Deaf.

The conditions governing subscriptions are clearly stated in the letter, but it may be well to direct attention to one, repeated in the subscription blank itself, namely, that no subscription will be called unless the entire endowment is subscribed. At this writing quite a large number of subscriptions have been received, accompanied in many cases with expressions of interest in and hearty approval of the project, and, moreover, in instances with offers to increase amounts named if it shall be necessary. Other subscriptions are we have reason to believe being held back by members awaiting assurances of the probable success of the project, when the subscriptions will be made. Such members are especially urged to return their subscriptions at once, in order that they may be included with those already received, thus bringing the total amount subscribed the nearer by so much to the sum fixed upon and that it is hoped to secure.

F. W. B.

HELEN KELLER ON THE HAND.

Helen Keller's "A Chat on the Hand," in the January Century Magazine, is a delightful bit of reading, and interesting also for the light it sheds upon the working of her mind. She tells us that she remembers people through their hands not by the

physical qualities she finds in them, but through the mental and spiritual characteristics they express to her. In a collection of casts of hands she could not recognize those of her most intimate friends, nor even her own. She speaks of Bishop Brook's hand as "brimful of tenderness and a strong man's joy," of Mark Twain's as "full of whimsies and the drollest humor, and while you hold it the drollery changes to sympathy and championship." "Some hands," she says, "tell me that they do everything with the maximum of bustle and noise. Other hands are fidgety and unadvised, with nervous, fussy fingers which indicate a natural sensitiveness to the little pricks of daily life. Sometimes I recognize with foreboding the kindly but stupid hand of one who tells with many words news that is no news. I have met a bishop with a jocose hand, a humorist with a hand of leaden gravity, a man of pretentious valor with a timorous hand, and a quiet, apologetic man with a fist of iron."

It is always the spiritual aspect of the thing, not the physical, that appeals to Miss Keller. She says: "When I touch what there is of the Winged Victory, it reminds me at first of a headless, limbless dream that flies toward me in an unrestful sleep. The garments of the Victory thrust stiffly out behind and do not resemble garments that I have felt flying, folding, fluttering, spreading in the wind. But imagination fulfils these imperfections, and straightway the Victory becomes a powerful and spiritual figure with the sweep of sea-winds in her robes and the splendor of conquest in her wings."

All that Miss Keller has written goes to prove that she is herself, and not a mere replica of her teacher. The thought and the language would alike be impossible to one who had not lived as she has and acquired all her knowledge of the world through the sense of touch. It also shows, and each new contribution emphasizes the fact, that her attainments are chiefly due to this—that her teacher, whether under compulsion of the conditions with which she had to deal, or because of her recognition of correct educational principles, devoted herself to stimulating and nourishing the innate faculties and qualities of her pupil's mind, rather than to the common practice of imparting knowledge from without. Because of her description of the methods followed,

and her demonstration of what may be accomplished under them, Miss Keller's articles in the magazines have already exercised a beneficial influence upon pedagogical practices, and by thus continuing to employ her talents she may, by the good she will do, repay society many times over for the benefits she has received.

S. G. D.

CHAPEL BOOK OF THE PENNSYLVANIA INSTITUTION FOR THE DEAF AND DUMB.

Two years ago the Superintendent of the Mt. Airy School appointed a committee of the teachers to prepare an order of service to be employed in the chapel of the Advanced Department. It was believed that the services would be much more beneficial and more enjoyable to the children if they took an active part in them. The committee therefore arranged to have printed the Lord's Prayer, the Doxology, the Ten Commandments, the Creed, a General Confession, and certain other selections from the Bible and the Prayer Book, besides a large number of Psalms, special prayers, and hymns, to be recited in concert or responsively by the teacher and pupils. The teachers of articulation were required to exercise their classes during each week in the proper rendering of the service to be read the following Sunday. The pupils were therefore prepared to take an intelligent interest in the reading, and to do it correctly and with spirit. The experiment has been an unqualified success, from every point of view, and no teacher or pupil would be willing to go back to the former method of conducting the services. In order that they might make such changes and additions as might seem advisable, the committee had the service printed on cards. It has this year been reprinted in book form, and makes a handsome little volume of 120 pages, which will be used in the chapel much as are the prayer book and hymnal of the Episcopal Church.

S. G. D.

THE VOLTA BUREAU AND ITS WORK OF THE PAST YEAR.

Interesting details of the work of the Volta Bureau during the year 1904, we are permitted to present as gathered from the Report of the Superintendent, recently made to the founder of the Bureau, Dr. Alexander Graham Bell. It would be difficult to place an estimate upon the value and importance of the work the Volta Bureau is constantly engaged in as a collecting and distributing centre of information relating to the deaf, for, it will be observed, the Bureau does not limit its work in any degree to this country, but covers the entire world as its field. The following extract covers the chief points of interest in the Report:

"During the summer through the courtesy of the International Bureau of Exchange connected with the Smithsonian Institution, the Volta Bureau sent a carefully selected assortment of 4,803 publications abroad to 1,308 addressed institutions, libraries, and specialists, the receipt of which have generally been gratefully acknowledged.

"In like manner 2,805 publications have been sent to 1,475 select domestic addresses comprising public libraries, trustees, and directors of the same, the receipt of which have been duly acknowledged.

"In addition, quite a large number of special domestic and foreign requests for publications have received attention, besides supplying divers investigators and libraries with comprehensive selections of publications relating to the work in which the Volta Bureau is engaged."

The Superintendent states that the exhibit sent by the Bureau to the St. Louis exhibition was awarded a gold medal.

F. W. B.

"DEAF LITERATURE."

The following letter, recently printed in the Kentucky Standard, was received by the Superintendent of the Kentucky school from some friend unknown to him writing from a distant state:

Dear Sir Augustus Rogers, M. A.

You please to write with me. I tell you must to write this soon. I don't thank you, if you mean never to write. I want to receive a newspaper from you who I pray with god will tell you must to write soon. My office laws in here. Why you never to write me day. Please to write me a letter newspapers soon. Me read your who.

Kinds Your Friend,

Please tell to write me a letter soon.

It is not stated that the writer of this communication is deaf, but the evidence is sufficient to warrant the conclusion. As literature the letter possesses interest, and to a degree it affords amusement, but serious thoughts too are aroused by its perusal. With no clue to its authorship, there is no way, if there were a wish to do it, of fixing the personal or immediate responsibility for the woeful short-comings that the letter evinces. But it is a type. There are other compositions of its kind, unfortunately, circulating through the country. We have one, in its character a counterpart of this letter, received within a month—in fact two, for our reply to the first letter received brought a second. The question forces itself as to the responsibility for this type of work. Who is to blame for it where it appears. The teacher, or teachers? Possibly. The school? Probably. In nine cases out of ten it is the school, the school in its organization, its standards, its equipment, its language practice, and the general teacher-spirit prevailing among the officers, teachers, and supervisors, in all their relations with the children in school and out: these determine the character or quality of the work done in a school, much more than one or several of its teachers who at the best are but parts of the general organization and can affect the work as individuals only in spots and then in minor degree. Our point is, that where the type of work shown in the letter is produced, the school as a whole is responsible, because of its low standards, its lack of English language practice, and the spirit of indifference prevailing as to the primary purpose and aim of the school, namely, to equip the deaf, to the fullest possible limit of their capacity, for life. The writer of the letter is not feeble-minded, so that can not be an excuse offered for it.

He has mind enough—and that is evident—to have learned the English language if, during his school life, it had been in constant use about him, with the outside practice of it well supplemented and reinforced by systematic, regular, and thorough drill work upon English language forms in the school-room. Some of our oral schools are woefully lacking in this school-room work, in the essentials of systematic work and language drill; some of our manual schools are equally lacking, on the other hand, in the outside language practice—and it may be questioned which is the more serious lack. Failure is the fruitage of the teaching in either class of schools and there is no escape from it, for either lack is a vital one in its effects, at least upon the average and below average pupils, who constitute the great body of every school and who make its real work. It is our conviction that in the above we have touched upon the two weak points in the instruction systems employed in American schools, the two lacks that, where they exist, whether singly or together, inevitably produce for us literature, in greater or less abundance, of which the published letter is a well-marked type.

F. W. B.

THE ANNUAL MEETING OF THE BOARD OF DIRECTORS OF THE ASSOCIATION.

The Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf met on Saturday, December 31, 1904, at the Murray Hill Hotel, New York City. There were present the following named members of the Board: Alexander Graham Bell, President; A. L. E. Crouter, First Vice-President; Caroline A. Yale, Second Vice-President; Z. F. Westervelt, Secretary; Sarah Fuller; Mary McCowen; Edmund Lyon; E. A. Gruver; Job Williams; and E. McK. Goodwin; also the General Secretary and Treasurer, F. W. Booth.

The Secretary read a letter from Mr. Robert C. Spencer in which he stated that he would be unable to attend the meetings of the Board and he therefore would ask to resign the membership on the Board to which he was elected at the regular

annual meeting of the Association held in May last. The resignation being accepted, the vacancy created was filled, in accordance with constitutional provision, by the election of Mr. J. W. Blattner of Austin, Texas, as Director.

Reports of officers and standing committees were made, after which the General Secretary read his annual report covering details relating to the publication of the Association Review, the work of the teachers' bureau, and the Association finances, together with an account of the visits made by him during the year to fourteen southern and western schools with description of the oral work carried on in them and of the conditions surrounding and affecting it as contributing in greater or less extent to its success or failure.

The General Secretary also reported upon the number of subscriptions and their amount made to the proposed endowment fund for the maintenance of a training school for articulation teachers. As subscriptions had been received amounting to less than one-fourth of the amount asked for, and as no subscriptions are to be called for until the entire amount needed has been pledged, definite action upon the project was deferred. It was deemed, however, that the present needs of the work, and the desire for increased facilities for the training of teachers frequently and strongly expressed by Principals and teachers of the various schools of the country, call for some immediate provision to meet the growing demands. And inasmuch as the Clarke School at Northampton has for many years, conducted—at request of the Association made at the Lake George meeting in 1892—a Normal department for training teachers in the oral method, and during the past summer gave with great satisfaction a special course of observation work and training to a group of experienced teachers from another school, it was felt that this school was in every way prepared in its organization and equipment and by its experience to carry on similar summer training work with other classes or groups of teachers who might desire it. The Board therefore, with a view to provide for immediate demands for a summer school training course for experienced teachers, took action in the matter in the passage of the following resolution:

> *Resolved*, That, pending the efforts of the Association to raise an amount of money sufficient to warrant it in establishing a Summer School, this Board, recognizing the great value of the work heretofore accomplished, requests the Clarke School at Northampton to carry on a training class similar to the one conducted by that school during the summer of 1904.

It was voted that there should be held a Summer Meeting of the Association in the summer of 1906, the place and exact time of which shall be fixed by the Executive Committee. The place and time of the regular annual meeting of the Association for the election of Directors and for transaction of other business that may come before it, will also be fixed by the Executive Committee, due notice of which will be sent to members at least thirty days before the time of meeting.

The election of officers being in order, President Bell reminded the Board of his resignation of the office of President offered a year ago, and of its acceptance then with the understanding that it should take effect at this annual election. He stated that when he accepted the office for a second term, he did so especially to relieve Dr. Gillett, who had at the time become incapacitated on account of illness, and he felt that his long service in the position now entitled him to retirement. In retiring, he further said, it was not his wish or intention to give up in the least his interest in the Association, or to lessen his active participation in its work as a member of the Board, only he felt that it was time for him to stand aside for others, and he wished to do so in order that he might see the organization that he had founded go on doing its work and carrying out its purposes without his hand at the helm. The election of officers resulted as follows:

President, A. L. E. Crouter; First Vice-President, Alexander Graham Bell; Second Vice-President, Caroline A. Yale; Secretary, Z. F. Westervelt; Treasurer, F. W. Booth; Auditor, E. A. Gruver. The office of General Secretary is filled by F. W. Booth, under contract for a term of years.

The following standing committees were appointed: Executive Committee: A. L. E. Crouter, Chairman, Alexander Graham Bell, Caroline A. Yale, E. A. Gruver, Edmund Lyon, and Z. F.

Westervelt, Secretary. Finance Committee: Z. F. Westervelt, term expires in one year; Edmund Lyon, term expires in two years; E. A. Gruver, term expires in three years.

A minute was made of the death of the late Mr. L. S. Fechheimer, a former valued Director of the Association, in the adoption of the following resolution:

> *Resolved*, That we, the Directors of the American Association to Promote the Teaching of Speech to the Deaf, desire to place on record our appreciation of the great loss sustained by this organization in the death of Mr. Leopold S. Fechheimer of Cincinnati. As one of the early Directors of this Association, as both a life member and a subscribing member, he has, throughout its entire history, been one of its truest and most helpful friends. We desire to express our sense of the high ideals which actuated him, of his absolute integrity of purpose, and of the wide reach of his sympathy.
>
> *Resolved*, That the above resolution be forwarded to Mr. Fechheimer's family with the assurance of our deep sympathy for them in their great loss.

Mr. Goodwin, Superintendent of the North Carolina School for the Deaf at Morganton, expressed the wish of himself and his Board of Directors that the members of the Association should attend the coming Convention of American Instructors of the Deaf, to be held at his school during the summer of 1905, and he especially desired that this Board and members generally of the Association should co-operate to make the oral section of the Convention a success in its programme and in the illustrative work presented. One of the Articles of the Constitution of the Association states that one of its objects shall be to co-operate with the Convention of the Instructors of the Deaf, and the spirit of the Board as expressed was that full co-operation would be given and every aid rendered to further speech-teaching to the deaf through the work of the coming Convention.

F. W. B.

An epidemic of diphtheria has compelled the closing of the Faribault, Minn., School and the maintenance of a strict quarantine. No fatal cases are reported.

OBITUARY.

Mary A. Selby died at Our Saviour's Hospital, Jacksonville, Ill., Dec. 17, 1904, from the effects of a stroke of paralysis sustained a few days before. Miss Selby was one of the oldest and most highly respected teachers of the Illinois School, having taught continuously in the school for twenty-two years. She had taught in the public schools successfully for a number of years before entering the work with the deaf. A visit made to Miss Selby's classroom by the writer a few weeks before her death is recalled, together with pleasurable impressions of her as a zealous, interested, and energetic teacher, and one evidently beloved by her pupils.

Mrs. Mariette E. Finney died at her home in Kansas City, on January 15, 1905, aged 79 years. Mrs. Finney was for many years an interested and enthusiastic member of the American Association, and an occasional attendant upon its meetings at one of which she read a paper. We hope to have in a coming number of the REVIEW a life sketch of Mrs. Finney.

Information comes in the public press that Mr. W. J. Stewart, who recently succeeded to the principalship of the new school for the deaf at St. John, New Brunswick, has resigned and returned to Ireland. He is the second Principal of this school who has resigned within a year, the reason given being in each case inability to work in harmony with one of the members of the Board of Management, who acts in the capacity of Superintendent.

Mrs. Sarah Jordan Monro, special teacher of speech and voice training in the Horace Mann School for the Deaf in Boston, will hold the second session of her summer school in that city during the month of July, 1905. In addition to lessons and lectures, opportunities will be given to students to observe instruction to deaf children and to work with them. Further information may be obtained by addressing Mrs. Monro, Horace Mann School, 178 Newbury St., Boston, Mass.

An amendment to the constitution of the state, adopted at the recent election, changes the name of the North Dakota Asylum for the Deaf to the North Dakota School for the Deaf.

Miss Mary E. Smith having resigned the position, Miss Martha Oakley Bockèe, a teacher for some years in the American School at Hartford, has succeeded to the principalship of the Beverly, Mass., School.

Reprints in pamphlet form of the papers on "Formation and Development of Elementary English Sounds," by Caroline A. Yale, may be obtained by addressing the office of the General Secretary. Price for single copies, 25 cents.

Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary aims to keep a list of teachers, and one of Superintendents, belonging to the above classes, ready for use by any person who may write for them.

A limited number of bound volumes of the REVIEW is offered to Institutions at the following rates: For Vol. I, bound in cloth, $1.00: Vols. II, III, IV, V, and VI, bound in cloth, $2.00 each. For prices of other publications of the Association see advertisement in this number. In order that these latter publications may be placed in the hands of all members of the Association who may not have them, the prices have been reduced to amounts covering little more than postage, and entire sets are offered at $2.00 per set.

THE ASSOCIATION REVIEW is a publication of the American Association to Promote the Teaching of Speech to the Deaf. It is sent free to Active Members of the Association. Active membership is obtained upon payment to the Treasurer of the membership fee of two dollars ($2), or its equivalent in foreign currency—8s. 4d. in English money; 8m. 2pfg. in German money; 10fr. 2c. in French money; 7 kr. 50 ore. in Norwegian, Swedish, and Danish money; and 10l. 2c. in Italian money. Postal money orders should be drawn on Philadelphia, in favor of F. W. Booth.

Reprints in pamphlet form of "My List of Homophenous Words," (or words that look alike on the lips), by Emma Snow, may be obtained through the office of the General Secretary. Price for single copies, 25 cents.

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EXAMINATIONS, PROMOTIONS, AND GRADING.[1]

A. L. E. CROUTER, MT. AIRY, PHILADELPHIA, PA.

Of all school practices none has been more severely questioned and condemned nor more sincerely and cordially hated than examinations. They are said to foster deception, injustice, superficiality, and false standards of learning. A writer in one of our educational journals in enumerating a long list of charges says: They induce pupils to study for marks as ends of education and prevent the pursuit of knowledge for its own sake; they make pupils so nervous they cannot state what they really know; they call for dead, dry facts—mere memory work—and induce children to cram their heads with useless, indigestible materials, and, as a result, the mere memorizer often outstrips the honest worker and superior reasoner; they do not test the moral qualities, such as goodness, honesty, truthfulness, love of country; they do not test nor develop character. No doubt these charges are in considerable degree true. Too often examinations are made mere exhibitions of the memorizing habit, commanding high averages without indicating even in small degree the power of the pupil to think for himself. They no doubt in some cases cause injustice to be done nervous, timid pupils, and set up fictitious standards of mental development. But admitting all these defects and shortcomings, serious as some of them are, there yet remains much to be said in behalf of properly conducted

[1]A paper read at the Conference of Superintendents and Principals of American Schools for the Deaf, at St. Louis, October 17, 1904.

examinations. Certainly up to this time nothing better has been suggested to take their place.

The purpose of education is twofold—the acquisition of knowledge and the acquisition of intellectual power; hence the purpose of examinations should be to test the extent of knowledge acquired and the power to apply it. The examiner, in discovering the extent of the pupil's knowledge along the various lines of study he may have pursued, should test his power to stand alone, to think for himself, to use his own powers and resources quite unassisted by notes, classmates, or teacher. Conducted with these ends in view stated examinations become a powerful instrument for good in the hands of the instructor. He finds them an aid to concentration of thought and attention, he finds them a most useful stimulant to pride and ambition, and by and through them finds his pupils taking a positive interest and love in the work he places before them.

Latham says examinations do for the young what the contest of life does for men and women. It is the struggle of man with man for eminence or power or money that develops energy and the power to accomplish, and forces each individual to make the most of that which is in him. The struggle is good for the individual and for society as well. So the intellectual struggles for supremacy over self and over classmates too, foreshadowing the far greater struggle of after life, are made an aid in the development of energy, of power to think and to do, and the will to succeed in the pupils of our schools.

To the observant teacher examinations frequently serve a most useful purpose in disclosing weak spots and errors in work supposed to have been properly done, work in language, in arithmetic, in geography, or history. He perhaps has overlooked or improperly taught certain principles of language construction, or not grounded his pupils sufficiently in the fundamentals of number work, or perhaps commenced the study of geography quite too far away from home, riding the equator or mounting to the poles, or struggling with parallels of latitude and meridians of longitude and zones and races of men, or perhaps he has mistaken the mere memorizing of historical facts for the moving, energizing actions of men and nations. All this a well conducted

examination will indicate in a way that will prove of lasting assistance in after work.

Examinations, too, will often suggest further and different lines of effort. A change of method is sometimes discovered to be not only desirable but absolutely necessary, and not infrequently it will appear wise to make a change in the studies pursued, and in the teacher as well.

Examinations, frequently resorted to, give confidence to pupils and enable them to appear at their best; even the most nervous and timid are frequently benefited by them. They are helpful also in keeping parents to their full duty. To the average parent there is nothing in school life more distressing than a low average mark; it appeals to them as nothing else can, and little Willie and the luckless teacher not infrequently suffer in consequence. The interest displayed by parents on examination day is really remarkable, sometimes truly pathetic.

Another point in connection with the subject of examinations, worthy of consideration, is their frequency. One examination a year, even two, is not enough. Much of the timidity and nervousness in pupils so frequently charged against examinations disappears with their frequent recurrence. The bravest soldier was timid in his first skirmish. Our most courageous sailors wept when as boys they were first ordered aloft. Many of our most skillful surgeons fainted when they first entered the dissecting room. So pupils of very nervous organization who, at first, look with fear and trembling upon examination day, with their frequent recurrence lose all anxiety, gain confidence in themselves and in their examiners, and not infrequently pass the most brilliant examinations. But this is not the only reason why frequent examinations are desirable. In primary work, and I may say, intermediate also, repetition is the secret of success, and frequent examinations, whether in the nature of recitals of daily lessons, or weekly or monthly reviews of work done, should be insisted on. At this stage thoroughness in all work, even the most distasteful, is the key to success. How are we to expect boys and girls to retain the facts usually considered essential to a well-stored mind without this frequent recital or review or examination of work accomplished? In my judgment much of the

inferior work found in our schools is owing to neglect at this particular point. Hence, regardless of the subject under study, I would say, with primary and intermediate pupils in particular, *repeat, repeat,* and again *repeat,* if you would attain the most satisfactory results.

The manner of conducting examinations should also be considered. First, the examiner should be fully acquainted with the subject in hand, and in full sympathy with the pupils to be examined. A man, however good his intentions may be, cannot be expected to conduct examinations properly, and with best results, unless he possesses these very essential requirements. The custom pursued in some schools of inviting outsiders, persons wholly unacquainted with the work, to conduct examinations, is to be condemned. The examiner should know the pupils, and know their work, and above all know and appreciate the methods by which their instruction is being prosecuted. Such favoring and essential conditions beget confidence. The pupils become anxious to please and to excel, and, freed from fear and embarrassment, are enabled to give a good account of themselves. The manner of the examiner should be simple, unassuming, direct. He should never invite failure by his bearing; there should be nothing mysterious or awe-inspiring in his methods of procedure. His questions should be carefully prepared, and should always have an end and aim in view. Catch questions should never be indulged in, and all questions should be framed with a view to call forth the best powers of the pupils. Mechanical questions and mechanical answers should never be permitted. Such questions as, name all the sovereigns of England from the time of Alfred the Great down, with dates; name all the Presidents of the United States in their order, and the States from which they were elected; name the soldier who escaped at the battle of Thermopylæ; name all the capes of South America; name all the rivers of Asia, which way they flow, and where they empty, are surely worthless from a strictly educational standpoint and should not be given.

In our work at Mt. Airy the usual plan of procedure, irrespective of the subject, is this: the teacher of the class to be examined is required to submit to the Superintendent a synopsis

of the ground covered by his pupils during the preceding half term, or whatever period may have intervened since the last examination. This is carefully examined, and on the day or days of the examination he is permitted to ask a number of questions testing in various ways the knowledge of the class. Then the Superintendent follows on with as many more tests, not following, except for the facts involved, the text-book or the manuscript lessons used by the teacher. In this manner the pupils are carried over the ground previously covered, first by their teacher, to whose methods they are accustomed, and secondly by the Superintendent, whose method of questioning usually differs very considerably from that of the teacher. The marking is done by both. In this manner it is believed that fair tests are made and just rating secured. In language, tests of various kinds are made for knowledge of construction and for power of expression; in number work, for knowledge of principles and for power to understand and solve problems; in speech, for knowledge of the principles of articulation and for clearness of vocal utterance; in lip-reading, for ability to understand vocal communications. As for the means of communication between examiner and pupil, in the oral department speech and writing are used, in the manual the manual alphabet and writing. Signs are never employed.

School examinations afford an almost indispensable means for revealing to teachers, and pupils, too, accomplished results, and the necessity and demand for further opportunity. They therefore very usually and very properly furnish the chief basis of *promotion* from class to class, and grade to grade. But while they may very greatly aid the teachers in making such changes and promotions, they should not be permitted to form the only or sole ground for advancement. Knowledge of the pupil's application, of his power to grasp ideas, of his energy, industry, and perseverance, his power to reason, should be deemed the best of reasons for promotion, even, as will sometimes occur, in the face of a low examination average. It would be a gross injustice to refuse advancement to a pupil who fulfilled all these requirements simply because he had made a low mark. The teacher's knowledge of the boy's character and power, founded on long observation, should far outweigh failure to stand well on ex-

amination day. Then sometimes in the absence of a good average there may be very good moral reasons for promoting a pupil. The effect of failure on lads of strong character must not be suffered to pass unconsidered. Many a boy has been saved by straining regulations somewhat, and by appealing to his honor, advancing him in his grade on his simple promise to do better work. In my opinion, based on long years of experience, more is to be gained by promoting pupils on the basis of knowledge of facts learned and power to comprehend, on the ground of their application and energy, and manliness of character, than by too rigidly relying upon any system of examination marks. It is not always the boy who passes brilliant examinations that forges to the front. In spite of fatal dullness on these crucial occasions many lads of force and character have frequently attained pre-eminence in after life. The great Newton was a dunce at school. Scott always stood at the tail end of his class; of him a noted Edinburgh professor said that dunce he was and dunce he would always remain. It seems almost incredible that the illustrious writer should have been pronounced such a dolt in his youth. The lamented Chatterton was returned to his mother's hands as a fool of whom nothing could be made. Dr. Arnold somewhere has said that the chief difference between one boy and another consists not so much in talent as in perseverance and energy. It is persevering energy that explains how the relative positions of boys at school are so often reversed in after life, and it is interesting and instructive to recall how some who were then so clever and stood so well in their classes have since become so dull and commonplace, while others, dull boys of whom nothing was expected, have gone to the front and assumed positions as leaders of men.

As in the promotion of pupils, their *grading* should be based on knowledge and power to do. There is nothing more detrimental to the success of a class nor more harassing to its instructor than bad grading. He cannot do justice by his pupils nor by his own powers as a teacher. He is somewhat in the position of the horseman who, driving two badly mated horses, has to restrain the one while he madly lashes the other in a vain attempt to make him keep up. The unfortunate teacher tries

in vain to make his two divisions keep pace. For a time he faithfully strives to do his full duty by both divisions, but in the end neglects the duller half, the half that most sadly needs guidance and instruction, and devotes himself to the better portion. Each class should be graded and taught as a unit if the best results would be attained. Far better a large well graded class than a small ill graded one. But good grading is expensive. As a rule it means many classes and a large staff of teachers, but what are a few dollars when the mental and spiritual development of a class of deaf children, however small, is at stake? We must see to it that not one of the "least of His little ones" is neglected or lost.

Frequent grading will be found advisable and necessary. With the best and most careful grading possible, pupils will not be found to work together to greatest advantage for very long periods. The brightest minds will soon forge ahead. There should be regrading at least three times a year, oftener if found necessary. Then again there are certain classes of pupils that should be graded and instructed together to the exclusion of others. For the attainment of best results the semi-deaf and semi-mute should constitute distinct grades by themselves. The born deaf, with some rare exceptions, should constitute another grade, and the slow, backward pupils, whether semi-deaf, semi-mute, or born deaf, still another. With such classification and grading the work of instruction will be found to be greatly facilitated, and the greatest good of the greatest number most highly subserved.

In conclusion let me add that I realize quite fully that each school represented here possesses features of work in connection with the important subject I have been dwelling on that are more suggestive and instructive than any I have attempted to set forth, and I sincerely trust the question may be taken up for further and fuller discussion. (Applause.)

Discussion.

Mr. Johnson: I should like to ask Dr. Crouter a question. In the examination of arithmetical results would you mark the language also?

Dr. Crouter: I would mark the language, the method of solution, and the result.

Mr. Johnson: If you were to mark a maximum of say 100, would you give 100 on the arithmetical portion?

Dr. Crouter: Yes, if the work was perfect, if the result was correct, if the methods were correct, I should.

Mr. Johnson: Would you do it although the pupil had expressed himself in poor English?

Dr: Crouter: No, no; I should not give him 100 in that case. I should mark him down for imperfect language.

Mr. Johnson: I should not do that myself. I believe it is all right to strive for and insist upon good language in all studies, but in examinations in a ithmetic, geography, or physics, I think if the pupil knows the thing all right, could tell it and explain it, although in ungrammatical terms, I should not be hypercritical and should be inclined to pass over the faulty language, especially so in arithmetic, if methods and results were correct. The pupil stands for correct language in another examination and that one should mark him as to his knowledge of and ability to use the King's English.

Dr. Crouter: I do not see how he can truly know any of those subjects without knowing the language pertaining to them. (Applause.)

Mr. Johnson: I have "saw" people who did know them. (Laughter.)

Mr. S. T. Walker: What is your examination in speech?

Dr. Crouter: We give a full test for vocal development, we test for progress in articulation, for clearness of speech, and mark accordingly, every class in each grade. They are also tested in lip-reading and marked according to proficiency.

Mr. S. T. Walker: Take a class in school eight years, for example. You should expect them to do about so much work; if they do not do it, then what?

Dr. Crouter: They would be marked down.

Mr. S. T. Walker: How do you proceed in lip-reading examinations?

Dr. Crouter: The test in lip-reading would be a story or incident of some sort. I should have a teacher do that or do it myself and the pupil would be required to write it out.

Mr. S. T. Walker: How about articulation?

Dr. Crouter: That is, familiarity with the sounds of speech?

Mr. S. T. Walker: That is, putting those principles of speech they are supposed to have learned into practice.

Dr. Crouter: The marking would depend upon the quality of the speech. A full, clear, smooth voice; the ability to articulate sounds and speak the language clearly and well. There is a great difference between simple articulation and speech.

Mr. Clarke: About this matter of articulation. Suppose you had a pupil who was thoroughly informed upon lip positions of speech, and

would put his organs every time in proper position, and yet whose voice was harsh, uncouth, and hard to understand; and another one who can not give the exact position, but talks with such a voice that it is pleasant and easily understood. How would you mark such pupils? Would you make a difference in the marking between the proper vocal positions and when the voice can be understood, though without proper position?

Dr. Crouter: I should mark for both, the one for powers of articulation, and the other for smoothness of tone and speech. The second case is most adept in speech, although his articulation is not so good. Good articulation does not always mean good, clear speech, and *vice versa*.

Mr. Clarke: The first might improve.

Mr. Driggs: Do you have an examination of the trade classes and shop work?

Dr. Crouter: Yes, in everything; in our trade classes in various ways.

Dr. Tate: How often do you have your examinations?

Dr. Crouter: There are two stated examinations conducted in the manner mentioned by myself, and in addition there are monthly examinations held by the teachers, in which we believe most thoroughly. Perhaps you would call them reviews, but there are only two stated examinations.

Dr. Tate: I beg to ask for some suggestions as to how examinations are best conducted in the industrial departments of our schools. For myself I have not solved the problem at all satisfactorily. In fact, I think most of our industries are but little developed. However, I look for great progress in that line of work for the deaf in this country. There is large room for it, and it would seem, in order that this progress be made, that some definite way to find out what children can do should be instituted, and I should like to know what method is used by the profession for conducting these industrial examinations.

Mr. Ely: I should like to know how Dr. Crouter conducts his examination in the shops. Do you have an expert come in or do you make the examination by language?

Dr. Crouter: In our industrial department we employ an expert as chief. He has had large experience. The expert part of our work we leave in his hands. I examine classes in regard to their knowledge pertaining to the trades taught, and he carries on the examination in regard to the work done, the mechanical execution of the work. The quality of the work is considered in each trade taught in the school.

Mr. Driggs: Do you have certain questions that you ask your class in carpentry?

Dr. Crouter: They must know the names of all the tools they use, what they are used for, the various kinds of work pursued in connection with planing, sawing, chiseling, boring, the drawing of a model building, including doors, windows, framework, and everything connected with it. We require the same thing of the class in brickwork, plastering, and stonework. We have them build a model house in which the knowledge of

all they have learned is developed and the various features described. In the same way they are examined in the various other trades taught. The examination is very practical. Language, spoken and written, is used throughout.

Mr. Driggs: Do you require the instructors to teach the language of the trades taught?

Dr. Crouter: Yes, the language of each trade is taught. This work began with Mr. J. P. Walker when he had charge of the department.

Mr. Argo: I should like to go back to the question of arithmetic and ask Dr. Crouter to elaborate a little further upon that point. We have, for instance, an example in which the process counts as one part of the problem and the manipulation of the figures, the addition, subtraction, etc., as another. We have the greatest difficulty in determining what each part is worth, and therefore the value of the work as a whole. Another question that arises is where there are in an examination examples requiring no thought as to process, but simply a knowledge of one or more of the four rules—say, for illustration, an example in addition four columns wide and four high. Should the pupil make an error in the addition of one of the columns, would you give him zero? The total is what we are after and the result is not worth anything unless the total be correct.

Dr. Crouter: First mark for proper solution, that is, knowledge of the processes involved. If there is a simple error, as you state, in addition. take that out in the result for as much as you may agree upon among yourselves. You can mark it one, five, or ten, or as much as the result should be affected by that simple mistake. Strictly speaking, it is incorrect and should be marked zero *in point of result,* but we allow a mark to be credited to the pupil for knowledge of the work done. Mark him down for errors in calculation and mark him down because of the incorrect result, but give him credit for knowledge of the principles involved.

Mr. Argo: Well, take the other example in simple addition.

Dr. Crouter: I should mark him down.

Mr. Argo: Would you give him nothing for it?

Dr. Crouter: Oh, no; I should not give him nothing. He shows by his work that he knows how to add.

Mr. Johnson: Should he not be marked zero if he makes an error in division?

Mr. Argo: We give him zero.

Mr. Johnson: So do we, but we do not count the English. I just want to say to the Conference that we get a better view of the whole by the various experiences of those present. We do not allow the teacher to prepare the examination questions. I understood Dr. Crouter to say his teachers are allowed to ask any questions they want to.

Dr. Crouter: They are not allowed to prepare or ask any set examination questions. Following the teacher, who is allowed to ask ques-

tions indicating the ground covered by the class, the Superintendent, to satisfy himself as to the quality of the work performed, propounds all questions and prescribes all tests. This is the course pursued in all the primary and intermediate classes, and in most of the advanced classes. If you understood me to say that the teachers are permitted to prepare lists of test questions, probably crammed, for examination of these classes, you certainly got the wrong impression. The teacher is not concerned with the preparation of examination questions. He indicates the ground covered and the Superintendent prepares and asks the questions himself. In some of the most advanced classes the teachers are permitted to take part in the examination proper, asking part of the questions, but for the most part the work is conducted by the Superintendent in the presence of members of the board and the teachers of the classes.

Mr. Johnson: No. I understood you submitted a general test outline and allowed them to examine from that. We know what our classes have gone over, or should have gone over, in a given period, and if a class does not accomplish the full amount of work as prescribed for a certain time, we nevertheless examine them over the full course at the end of the term or year. If they fail by three or four weeks of covering the work, they have got to be examined upon that portion in which they have failed; this is done to establish the record and due allowance is afterward made

Our examination questions are prepared by the principals for the primary grades, and they are then submitted to me for approval. The pupils know nothing for a certainty about the examination nor the hour nor day they are to be examined, and they do not know what teacher is to examine them—neither does the regular class teacher know. We move the teachers around and say, "You examine this class, and you examine that class," and present the examination questions and the desired scale to be used in marking. That is the way our examinations are conducted, and I believe we get better results by that method than by any other we could adopt.

The Chairman: Is it supposed that each of your teachers is conversant with the work of each class or subject, so that she can properly conduct the examination?

Mr. Johnson: Yes, within two or three grades; but as all of the stated examinations are written ones and questions and values predetermined, it does not matter much. Now, concerning marking; we work the teacher with the pupils and the pupils with the teacher. A monthly report is made to the Superintendent, and the teacher puts down a monthly mark for each child on every subject taught in that grade. That mark so given is not presumed to be accurately arrived at by the daily markings which are figured up at the end of the month. At the end of the month the teacher is or should be able to say how much progress each pupil has made during the month. She may say the pupil's progress has been excellent, good, or poor, and mark him accordingly, giving him 90,

70, or 50, or intermediate or lower marks. We use these examinations to check both the children and the teachers. Generally if a pupil in his examinations gets far above the monthly markings of the teacher during the year, that indicates the teacher does not know the child very well, and the same is indicated if the examinations are too far below. I fear there is self-interest displayed if the markings are too high and unfriendly exaction if too low. So by adding the two markings together, the monthly reports and the examination, we check the class against the teacher. In sending home the annual individual reports, which I make out myself, I take into consideration the mental make-up of the teacher who makes the monthly markings. I know A will give a certain boy 90, while B will give the same boy's equal 70. B is too low; she is too severe a marker, while A marks too high. When I make up the markings of the year I take the averages of the various teachers. The final full report which goes home with the pupil I do not make altogether from the monthly reports of the teachers and from the examinations, but it is rather evolved from the inner consciousness of what I know of the pupil and what I know of the teacher. It would be hard to describe accurately the *modus operandi,* but that is the way we arrive at the result.

Mr. Clarke: I should like to ask Dr. Crouter whether I understood him to say that all those examinations are conducted by the Superintendent?

Dr. Crouter: At the February examination, every one. At the final examination in June, the teachers do much of the work.

Mr. Clarke: In a school of your size where do you get the time to do it?

Dr. Crouter: I wish it did not take so much time.

Mr. Johnson: Over what time does the examination of the primary grades extend?

Dr. Crouter: About two weeks. It always takes us at least five weeks, sometimes six and eight weeks, to get through with all the examinations.

Miss Morse: How many heads of schools conduct an examination of work done in the Sunday-school?

Mr. Johnson: We do not have any in Indiana, except such as may be brought out by the Superintendent of the Sunday-school in the congregate meeting of the school in the chapel following classroom exercises.

Dr. Crouter: An examination is made at Mount Airy once a year in connection with Sunday-school work.

Mr. Clarke: I can say for Miss Morse's information that we examine for Sunday-school work just as regularly and just as often as we do for anything else.

Mr. Driggs: The same is true of Utah.

Dr. Crouter: With us, in the lower grades the Sunday-school work

is in the hands of the teachers. In the higher grades the study of the Bible itself is taken up and followed.

Dr. Tate: Miss Morse has introduced a live question. I should like to ask her what they do in that respect in her school.

Miss Morse: We have examinations once a year, as in all other branches of study. We pursue substantially the same subject in all grades, using publications of the Bible Study Publishing Company. This year we are finishing the course known as "Gospel Stories" and "The Life of Christ." At the close of the term all the classes will be examined upon the lessons studied.

Dr. Wilkinson: A French writer once said that the apparent purpose of modern education was to prepare pupils, not for life, but for examination, and it seems to me, as near as I can make out from the drift of the talk on this subject, that there is a good deal more importance attached to the ability of a pupil to memorize certain things that he has been taught than to his mental development, or to any use he may make of his knowledge. As this seems to be a sort of personal experience meeting in which we are comparing various methods of examination, I may say that our method in California is perhaps a little different from any of those which have been explained here. Our examinations take place every month. There is no quarterly, no mid-term, no yearly examination. Our examination is held on the last day of the school month, and is simply for the purpose of gaining some idea of how much intellectual progress the pupil has made in the course of the month. The papers are prepared by the teacher. I see no reason why he should not do it, or what is to be gained by entrusting the preparation of questions in somebody else's hands. I know by experience the unconscious tendency of the teacher to phrase questions so that the pupil can answer them correctly. But if the answers indicate intelligent comprehension, rather than a parrot-like iteration, a mere feat of memory, no great harm is done. With us the examination is attended with little nervous excitement, scarcely more than in an ordinary recitation. One purpose of the examination is to give the Principal an idea of the mental growth and grasp of the pupil. Many of the papers I go over myself, and this affords an opportunity for a little talk, commendatory or otherwise, to the class and the individual members of it. For several years it was our practice to employ a teacher from hearing schools to conduct the examination, but it was found no more satisfactory than when the task was entrusted to the teacher.

Mr. Johnson: I should not want the Doctor to understand that I suspect the teachers in any possible way; on the contrary, I have the very greatest confidence in them; but I believe there is often an unconscious influence or suggestion present that has its effect upon the class, and the class permits itself to be influenced. I believe both the class and the teachers prefer to have the examination conducted by somebody from outside their own classroom—I should, I know. In two divisions of the

same grade, the work is conducted along different lines according to the characteristics of the teacher, and a division's progress is frequently more evident to another than to its own teacher. I believe about that in general as I do about speech work in particular. You take a class that can understand not only its own teacher, but others as well, and be understood by them, and that class will make, and is making, progress in speech; but you take a class that makes such progress as can only be brought out and shown by its own teacher, that does not mean much. That is my reason for changing teachers. I should not consider the Principal or the Superintendent as an outsider in conducting examination. I should not think of introducing a common school teacher to conduct an examination, but I believe some head who is in frequent touch with this part of the work should prepare the questions and not leave the scope of it to the teacher. I do not suspect the teacher at all but I believe it is better to leave the teacher out, and I firmly believe the teacher prefers it for many reasons I shall not take time to refer to here. In saying this I sincerely put myself in the teacher's place.

Mr. Connor: We appoint a committee of teachers to pick out examination questions and they are submitted to me. I do not make it an invariable rule, but I often call in teachers of the different classes to consult with them as to the ability of their pupils to answer the questions. They may find something which I think the class ought to answer, but about which they may hold a different opinion. If, upon consultation, I find that the pupils are not sufficiently advanced to warrant the use of certain questions, if it is something that has been rather outside of their instruction, then I have a change made. However, I have found it a very good practice to have a committee of teachers appointed and let them make out the questions.

A VISIT TO THE SCHOOL FOR THE DEAF AT FRANKFORT, GERMANY.

MARY S. BRECKENRIDGE, DANVILLE, KY.

To have a visitor come to one's school-room, stay a small fraction of the morning session, and leave with a superior air of knowing-just-how-it-is-done, is one of the most exasperating experiences of a teacher, for she knows in her inmost soul that the visitor's impression is a distorted one, and that her method of teaching can be but partly understood.

After scores of such experiences, I thought unbreakable my resolution never to visit a school unless I could stay for days and days, but recently, when passing hurriedly through Frankfort-on-the-Main, the desire to have a glimpse of Herr Vatter's work was not to be withstood, and so I went to the school one morning, equipped with my very meager stock of German.

The building is a fine one, put up about six years ago. When I entered the gateway to the court-yard, the pupils were having a recess, most of them playing running games such as catcher and tag. I paused a moment to watch them, to see whether signs were an unknown language, or the mother tongue, and had just become convinced that the children talked and used no more gestures than hearing children do, when one of the deaf pupils, a boy about fourteen years old, stepped forward, raised his cap, and bowed. I asked, "Where is Herr Vatter?" I know I had one error in a vowel sound, and think it probable there were several other mistakes in my German, but he understood me, and replied at once that Herr Vatter was in the school, then led the way up the steps, through the hall, holding the doors open for me to pass through, and ushering me into the reception room with a smile and most courtly bow.

Herr Vatter appeared in a few minutes, and after a brief conversation took me through three school-rooms, pausing only a moment in each to let me see that each teacher had charge of

two classes. The fifty-five pupils are divided into ten grades, under the charge of one woman and three men assistants to Herr Vatter. Each teacher had one high and one low grade.

The school-rooms, which are lighted from one side, are large enough for two semicircular arrangements of desks. As we entered each room every one in it rose to his feet, and said "Good morning," and remained standing till we passed out.

In Herr Vatter's school-room I found larger classes than in the other rooms. Seven children, from eight to ten years old, were writing on their slates, occasionally glancing at the black-board where the outline of their lesson was written. But for the moment's interruption caused by my entrance, they continued their work throughout the hour I was in the room without any further attention.

The other section of the class under Herr Vatter's instruction was composed of eight pupils, ranging in age from twelve to sixteen years. It was the most advanced class, and had been in school six years. Herr Vatter sat with his hands clasped and resting on the desk before him, and his manner was quiet but with a certain attention-compelling power. The pupils watched him with remarkable intentness. The lesson was partly drawn forth from the children, but some new material was introduced—a stepping from the known to the unknown, the whole lesson being developed with an artistic clearness.

As each new word was introduced each child repeated it, until the articulation was perfect, then the word was written on the black-board. When the lesson was finished there were seven or eight words on the board, but all the other work had been oral.

The lesson was on photography. The new words were the German equivalents for photography, photographers, amateur photographer, photograph gallery, lens, camera, dark room, negative, sensitized paper, and the names of several of the essential chemicals used in photography. The construction of the lens, camera, and plate was explained, with the difference between negative and positive. Then the exposure of the plate was mentioned, with a few sentences regarding instantaneous and time exposures, then the sensitizing of paper and the printing from the negative were spoken of, and the difference between amateur and

professional photographers. There was no apparatus for demonstration. Herr Vatter simply talked to and questioned the children, and they replied, giving full answers. The two least advanced pupils were corrected severely. One received words of reproof delivered in a most impressive and awe inspiring manner. Evidently every pupil is kept up to the standard at all times. No slipping or sliding or forgetting is permitted. When a mistake in pronunciation or construction occurred, it was corrected at once. One boy who gave an unsatisfactory answer was compelled to correct his mistake, and to repeat the correct answer and the same statement expressed differently, some ten or twelve times. Yet the other children did not lose interest and seemed to be relieved of some anxiety when the correct answers were given. One would suppose that the strain on the pupils of an hour of such intent lip-reading must have been severe, but when at the end of that time, just as the lesson closed, Herr Vatter was called from the school-room for a few minutes, the class showed no particular sign of fatigue. Two or three gave sighs and then a little quiet chat began, most of it without voice.

Though I have visited many school rooms in America, I have never stayed in one of them for five minutes without feeling that I was being commented on by at least a few members of the class, but in Herr Vatter's school I was not conscious of such criticism. During the recitation, one pupil glanced at me once; after that he as well as every one else in the room seemed oblivious of my presence—a most novel and refreshing variety, and as pleasing an evidence of good breeding as the courtesy of the boy who met me at the gate and invited me in.

After the lesson in photography was completed, I was taken to the room which the primary class of four boys, about six years old, shared with a class of five children ranging from eleven to fourteen years old. The teacher called the four little boys to him and they stood before him, cheerfully waiting for the fun to begin. Plainly they loved him and the lesson time, and for half an hour they went through with their action work and speech drill. They had been in school just four months, and had a vocabulary of fifty words or more which they read from the lips, wrote, and spoke distinctly. These words included verbs in the

past and present tenses, nouns, pronouns, adjectives, and some other parts of speech. The words I heard them use were the German equivalents of *ran, walked, jumped, washed, fell, laughed, coughed, hopped, cried, wrote, opened* and *shut* (the desk, door, and window), and several other words.

I asked the teacher if they knew the word *flower*. He said "No," and turning to the class repeated it several times and then let the children say it. I had some violets, and gave each of the children one as he said *flower*. Then each said, "Thank you. I have a flower. It is sweet." It was quite the most remarkable work I had ever seen from a class that had been in school only four months, for there was a finish and precision about the work that was amazing and delightful.

The teacher, in correcting defective elements, greatly exaggerated the sound to be reproduced, and when he wished the pupils to increase their volume of voice, he emitted a tremendous sound, till the pupils could feel the vibration distinctly.

Not only in the Frankfort School, but also in the one at Friedberg, I observed the difference between Germany and America in the attitude of the teacher towards the pupils. Almost all the teachers I saw were men of fine physique, capable of putting much more vitality into their work than we Americans do. They not only expect but receive absolute attention from their pupils. The nerve strain on an American pupil, should he be transferred to a German school, would probably result speedily in a case of nervous exhaustion, but the German pupils seem to feel no strain, but a strong interest that precludes any harassment from the closeness of attention to the work in hand, and that produces results that we Americans may envy, but which, until our national nervous system is reconstructed, we can hardly hope to emulate.

A HEARING BOY TAUGHT TO TALK THROUGH USE OF VISIBLE SPEECH.

MARY S. THOMPSON, NEW YORK, N. Y.

To the Editor of the Association Review,—

Dear Sir:—In reading your most entertaining Review of October, it occurred to me that your readers might be interested to know about an unusual case of defective speech which has come under my supervision. A lad of thirteen was brought to me for examination. He is very intelligent, sees and hears perfectly, but when he came to me could not utter a single word which I could understand. He talked freely and replied to all my questions, but in a language of his own invention. His family understood him and the mother interpreted for him.

I found his organs of speech in perfect condition and he was eager to talk like other people. The enunciation of his family is exceptionally clear and distinct, and he has had the advantage of hearing good speech from infancy.

He was sent to public school with the hope that he would learn to read and write, even if he could not talk. His parents naturally thought that as his sight and hearing were perfect and his intelligence above the average, it would be possible to accomplish this, and that he might even acquire the habit of speech from other children. The mother took great pains to explain the case to the teachers, and to assure them of his eagerness to learn.

The result is a curious commentary on the difference between theory and practice in the modern methods of teaching. Reams are written upon "Child Study," courses in psychology, pedagogy, etc., are required of all teachers, and yet the fact remains that this afflicted boy was treated by pupils and teachers alike, with a single exception, as if he were a vicious imbecile. One young woman, only, grasped the situation and taught him the little he learned at school. Through her efforts he began to

gain ideas from the printed page by means of illustrative pictures. He learned to associate the printed word "girl," with the picture of the girl in his book, but he could not say girl, though his good teacher tried her best to help him in his efforts to do so.

To his sorrow she was transferred to another school, and once more he was relegated to teachers with theory rather than practice. His poor efforts at speech were mimicked and jeered at by the pupils. His teachers insisted that he could talk if he would, and by way of incentive held up his attempts to ridicule and called him a dunce.

He was placed in the kindergarten department, and when he cried because his beloved book was taken from him, he was called a bad boy and told that basket-weaving was all he was equal to learning.

He tried study at home after school hours, and his mother helped him. With her aid he gained great facility in copying print and script, though he could not read what he copied. As he learned nothing at school and was growing melancholy, his parents decided to send him to an institution for the deaf. Unfortunately for him, the Oral method was not in use at this institution. The principal, however, tried to teach him by the usual oral method, that of imitation, but with no effect. The sight of many children playing together without a sound, and using only the sign language, seemed uncanny to him, and he begged his mother to take him home.

The case now seemed hopeless, teachers had failed, and physicians pronounced him to be the victim of a nervous condition which he might outgrow.

Finally, a knowledge of the case came under the observation of a member of my "Bell Speech Club." This good lady brought the poor, discouraged boy to me and herself placed him under my care for instruction. I found the parents somewhat frightened at the sight of Visible Speech and inclined to think that he would get on faster by the use of the ordinary alphabet. I therefore tried to teach him sounds by imitation. It was an interesting experiment. I took his book with the pictures and selected a story about a little girl named Ann. I asked him to select the

letters he already knew. *A* was one and *n* another. He said, "A" and "en." "Now, what is her name?" I asked. "A-en," he replied. "No," said I, "A-n," spelling it phonetically. But he could not imitate, and she was "A-en" to him. The letter *A* he knew and the letter *n* by name, and he supposed they were always given their name sound. He called girl, "tôr"; horse, "vôr"; and began most of his words with a consonant, though he used "I" for the pronoun my. He generally began his words with the German *w*. For "My head aches," he said "I vet vate." He tried to say, "Went to the woods to look for chestnuts"; this was what he said: "Vet to vook vuto"; "de vim vum vam te tän," which last meant, "the little ones were on the ground." As he substituted *t* for *k* and *t* for *d*, I gave him exercises for the tongue "tä tä—dä dä—kä kä—gä gä," etc. The tongue was flexible, but he never got the correct sound except by accident, and then he could not reproduce it.

Determined to test methods, I worked faithfully on the oral imitation plan. He tried his best but never could remember the sounds even when he succeeded in getting them. I saw that his was a case for pure mechanics of speech. With all my skill as an elocutionist, I failed so far to help him in any material degree. This was his seventh lesson. I took up Bell's "English Visible Speech in Twelve Lessons," told him that every symbol meant a position of the tongue, and that if he would learn those different positions, he could talk like other people. He listened attentively, and took the book and looked at the first lesson. I explained the picture to him, he looked carefully at the symbol for *P*, then at the picture, and at once gave it correctly with percussive effect instead of breath; the same with *T*. He looked at the picture for the vowels ē and ī, assumed the positions of tongue therein shown, and produced these sounds with absolute purity.

In one hour he mastered Lesson I, giving to every word its exact sound. I took the book away and repeated the same words, choosing the sentence he most enjoyed: "I eat a pie." He tried very hard to say it after me. This was the best he could do: "My ve vä vôr." I gave him the book; he found the sentence and read the symbols correctly at once, saying clearly: "I eat a pie."

Since then we have used Visible Speech only, and his progress is remarkable. He has mastered nearly all the elements, giving the most difficult sounds with precision, provided only that he can see them in symbols so he may take the proper positions for their production. He has learned to read in less than half the time it takes to teach the average child by means of the ordinary alphabet, with the added advantage of absolutely correct pronunciation and distinct enunciation.

I have been for years a teacher of elocution in all its branches, but I never before had a like opportunity of testing the value of Visible Speech. My recent experience confirms me in the belief that this method is the one great means of securing entire accuracy in spoken language, not alone for the Deaf but for all hearing persons as well.

Apropos of the Deaf, at a meeting of my Bell Speech Club, two strangers appeared who introduced themselves as former pupils of Dr. Graham Bell. They were cordially received by those present with whom they talked freely. Detecting what seemed to me a slight accent, I said, "But you are foreigners." They laughed and shook their heads, then touched their ears, saying, "We only do not hear—that is all."

This remark created a sensation; everybody crowded about them with amazement; and it was really amusing to hear the persistent question, oft repeated, "You are quite sure that you do not hear a word I say?"

MARY S. THOMPSON,
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THE LAST YEARS IN SCHOOL.

BARTON SENSENIG, MT. AIRY, PHILADELPHIA, PA.

When the present school year opened, one of our bright boys, returning to school with his younger brother, informed us that his father desired him to work at his trade at home. Upon inquiry, we learned that his wages were to be three dollars per week and board. He had not yet finished his trade at the Institution, and it would have required three years more for him to complete the intellectual course. The financial status of the family did not necessitate the withdrawal of the boy from school. He had worked faithfully in the industrial department, and the reward for his diligence was his early withdrawal from the Institution. In the father's estimation, three dollars per week was of more practical value than the training to be gotten out of the last three years in school.

This is rather a low estimate, we think, of the value of the training received during the latter part of the course. Perhaps this training is not always convertible into cash, and in an age when the dollar is such a potent factor, we can easily see how the father in looking at the money lost sight of the mental development of his child. We think that a deaf child of average ability learns more during the last two years in school than in any preceding three years. This is not to speak in disparagement of the work done in earlier years; for the better the work is done in the lower grades, the more productive of good results will be the work done later.

The progress of a child during its school life may be compared to the progress of a body acted on by gravity. During the first period of a second, a body falls sixteen feet; during the second period, forty-eight feet; during the third period, eighty feet, and so on. At the beginning of any second, the body moves with a velocity which is the sum of all the accelerations up to that time, and consequently goes farther than in any preceding like

period. Likewise, a deaf child starts each year with the sum of training received up to that time, and should add in each succeeding year a greater increment of power than in any preceding year.

If this assumption is correct, a grave error is made in not allowing children the benefit of pursuing the course to its completion. This error becomes more apparent upon consideration of differences in methods employed in later years of instruction compared with those made use of in the first years. In the early years of school life, children *learn to do by doing*, and their instruction is carried on largely in the concrete. This is the child method, but this method should gradually give way to the more rational one in which the understanding plays a more prominent part and instruction is carried on in the abstract. Mental development takes place more rapidly under the latter conditions than under the former. However, there are some pupils who never seem able to rise much above the first method of learning. They seem to have extreme difficulty in dealing with abstractions. These pupils seldom finish the course, although they may be able to learn a trade and support themselves. In general, however, the efforts of teachers are rewarded by a corresponding development of higher mind functions in the child, such as the formation of general notions; reasoning, and judgment: so that in the latter part of the school course, teachers concern themselves more with causes, the mind of the child being better adapted to profit by that method of teaching.

At first, children learn to use *language* correctly by imitation. By seeing the correct form and by using that form continually, the child acquires the habit of writing correct English, and that is sufficient for childhood; but later, in obtaining a knowledge of grammar, a better foundation is laid. The child who can look over its composition and correct errors from its knowledge of grammar, is far in advance of one who knows no grammar and who is simply governed by previous corrections. Aside from this, I think we shall all agree that the mental activity set in motion by the study of grammar is of the very highest order, and that a knowledge of grammar is especially helpful to the congenital deaf in writing correct English. The method of diagram-

ming sentences is as helpful to such pupils in the A grade as is the five-slate system in the primary grades. In addition to the above considerations, the disciplinary value of the study of grammar to minds which have become accustomed to learning how to do things simply by doing, is very great. It introduces a new order of mental activity. It widens the mental horizon. It puts a lot of disintegrated knowledge about the use of language into a beautiful whole. In other words, it gives scientific form to the scattered facts which the child has learned about the correct use of language.

Early work in *Arithmetic* consists largely in mastering the four fundamental operations, and this involves the memory more than any other faculty. We might teach that 7 plus 8 equals 15, because it is the same as two sevens and one, and as the two-times table is mastered long before addition is mastered, it would be practicable to make use of this table in addition, so far as finding reasons for results is concerned; but this method would interfere with rapid work in addition and subtraction. We lose time in making combinations that way. In like manner 7 x 9 is the same as the sum of seven nines; but we do not want children to do their multiplication by successive addition, or division by successive subtraction. Rapidity of calculation is the goal desired, and this involves the memory. A child of mediocre ability may learn to calculate more rapidly in the fundamental operations than a professor of mathematics, but that does not imply that the child has much mathematical ability. A pupil who knows the four fundamental operations is equipped with useful knowledge. He knows the *art* of computing, but he knows little of the *science* of numbers. The first six years in arithmetic are spent very largely in learning processes which will be employed in later reasoning.

The boy who left school three years before completing the course had received practical knowledge in arithmetic. He knew how to compute his wages, but he had missed the greater part of the mental discipline which lies in mastering arithmetic, grammar, and other thought studies. He had *learned how to do by doing*—a low form of mental activity, a method employed almost entirely with pupils of low mentality.

In general, we teach *how* to do things in childhood and are more concerned with the *why* of doing when the mind is more mature. This is in accordance with the order of mental growth.

Inquiring into causes is a mind habit of educated people. That method of study is conducive to culture, and the boy who leaves school early loses the discipline which comes from this method of study. Not only does he lose in kind, but in quantity. He leaves school when he is better equipped for doing school work than at any preceding time. That this is true may be inferred from the number of subjects taught during the last few years of the course. Physical geography, physics, algebra, physiology, English History, civil government, and literature are all taught during the last few years, each contributing its own peculiar fund of wisdom and mental training.

However much a child in leaving school early may lose in the mental training which goes with the work done in the last few years, he loses still more in that *reading* will be more difficult for him in the future than if he had completed the course, and consequently he will do less of it. During the latter part of the course, pupils are required to read more extensively than formerly. Compositions are written in which pupils must give account of what they have read. In order to give an intelligent account, careful reading must be done. This helps to fix a correct reading habit. The ability to understand books increases the desire to read them. This ability is cumulative, and is greater at the end of the course than at any preceding time; because the longer a normal child is under instruction the more it knows. The ability to understand language arises from a knowledge of various subjects and is not the product of the efforts put forth by the teacher of language and literature alone. Each subject furnishes its vocabulary, its wisdom, and its mind training, and since the number of subjects taught rapidly increases at the latter end of the course, we see how the pupil who eliminates the last few years of the course limits largely his ability to understand books and consequently his desire to read them.

The deaf child who leaves school several years prior to finishing the course, will never have the ability to read *speech* as well as if he had gained the mastery of a greater vocabulary and a

better understanding of language. *A child does not understand when spoken to in unfamiliar terms.* He may be able to repeat verbatim what is said to him, but will fail to understand if he does not know the meaning of the language. To quote Dr. Fairbanks: "The mere reception of these sensory (speech) impressions is not sufficient if they are to be of value to the recipient. They must be interpreted by the intellect, and when so interpreted, they may be stored up for intelligent use." (See REVIEW, December, 1904, p. 384.) The best articulation teacher will not have good success if the pupil under instruction lacks knowledge. The child may learn to read speech intelligently within its sphere of knowledge. As this sphere widens rapidly at the latter end of the course, there is a corresponding increase in speech reading ability. The number of terms absorbed in reading books, in studying new subjects, and from coming in contact with teachers and others whose conversation is less restricted in the use of terms, increase vastly the child's ability to read speech.

There are other cogent reasons why a deaf child should finish the course. In no other place will it find life so regular as in a good institution for the deaf. The physical welfare of pupils is carefully guarded, moral precepts are inculcated at an impressionable age, and religious truths are taught by those whom the child best understands. By spending more time in perfecting his trade, a deaf child will be better equipped for the battle for bread after he leaves school, and will earn more by reason of receiving higher wages than if he had left school while only partly prepared.

Mr. Ferreri has suggested that the superiority of American Schools for the deaf over European Schools lies in the longer term of instruction in vogue here, rather than in the superiority of methods employed. (See REVIEW, December, 1904, pp. 393-401.) There is undoubtedly a large measure of truth in his conclusion.

It is the duty of parents, teachers, and superintendents to exert as strong influence as possible to retain in school all pupils who are making progress, until the time limit expires.

THE NEW ENGLAND ASSOCIATION OF TEACHERS OF ENGLISH.

IDA H. ADAMS, HORACE MANN SCHOOL, BOSTON, MASS.

An association of teachers of English, to which a few teachers of the deaf belong, has proved of such value to them that it is thought a paper, showing briefly its work, would be worth while to put before the readers of the ASSOCIATION REVIEW.

The New England Association of Teachers of English was organized February 23, 1901. Its purpose is to advance the study and the teaching of the English language and literature.

Membership is open to persons living in New England who are teachers of English in schools or colleges; principals of elementary, secondary, or normal schools; superintendents or supervisors of schools; or presidents or deans of colleges or scientific schools.

Applicants from outside New England, and applicants from New England not teachers of English, duly approved, may be elected members with all the privileges of active members except the right to vote.

Meetings are usually held on the third Saturday of November and of March. The annual meeting in March must be held in Boston, but the fall meeting may be held elsewhere.

Twenty-eight four page leaflets have been sent to all members as well as reprints of the meetings from the School Review in December, 1901; February and June, 1902; May, 1903; and February, 1904.

To show the character of these leaflets a complete list is presented:

1. A Word about Grammar, by Arlo Bates.
2. Our Griefs and Discontents, by S. Thurber.
3. Successful Combinations against the Inert, by G. H. Browne.
4. Method and Aim of Written Work, by A. J. Georgia.
5. Home Reading, by Alice M. Smith.

6. The Function of a Text-book in Rhetoric and Composition, by C. C. Ramsay.
7. Echoes of the Annual Meeting, 1902.
8. Our Reputation, by A. H. Hitchcock.
9. A Protest against "Breadth" in Education, by Mariette Knight.
10. Some Vacation Musing, by H. G. Buchler.
11. Echoes of the Fall Meeting, 1902.
12. The Cultivation of Taste, by D. O. S. Lowell.
13. A Word to the Disheartened, by Katherine H. Shute.
14. The Ethics of English Work, by Clara F. Stevens.
15. English from the Point of View of a History Teacher, by Florence Dix.
16. Echoes of the Annual Meeting, 1903.
17. A Retrospect, by Mary E. Adams.
18. A Question of Emphasis, by C. G. Osgood, Jr.
19. Echoes of the Fall Meeting, 1903, by R. Burton, Ph. D.
20. The Pleasures of Reading Shakespeare, English Orthoepy, by J. G. Wight.
21. Oral Reading, by I. L. Winter.
22. Voluntary Reading, by W. C. Bronson.
23. Report of the Fall Meeting, 1903.
24. From a Tutor's Point of View, by J. R. Webster.
25. Report of the Annual Meeting, 1904.
26. Connecticut Report on English in Secondary Schools.
27. Grammar Again, by H. G. Pearson.
28. Oral Reading, A Proposed Program, by I. L. Winter.

The meetings have been uncommonly interesting, and exellent papers by able speakers, followed by spirited discussions, have been the rule. There has not been a dull meeting yet. Among the topics discussed have been these: How to bring Pressure or Stimulus to bear upon the Inert in the Matter of Spelling and the other Externals of Composition. Is the true Aim of Composition Writing the Production of Correctly Written Exercises, or the production of Matter interesting to Read. Form or Substance. The right Emphasis in English Teaching. The English Situation. Methods of Teaching English. Oral Reading. The Purpose of the Examination in English. Fact and Fiction. Voluntary Reading—Can it be Related to School English?

Having stated somewhat formally the purpose and scope of the N. E. Association of Teachers of English and what has been done at the meetings and through the mail, in order to give as briefly but as fully as possible some idea of the help to be had from an association of this kind to teachers of the deaf, who are

teachers of English first, last, and all the time, a word from one of us who has been a member of the Association since its organization, will have great weight:

"The Association is of help to me, because of the character of its membership; because both sexes are represented; because all grades of schools, elementary, secondary, and normal, public and private are represented; because many of its members are among the brightest and best teachers in New England, to whose suggestions, based upon actual experience, any one should be proud to listen; because of the prevailing spirit of optimism and the never-failing humor which make the meetings more enjoyable than those of any organization to which I have ever belonged.

"The Association is also a help to me, and I should think would be to any individual teacher, in that its able papers make clear that we, one and all, teachers of the deaf and teachers of hearing pupils, have the same problems before us, and that no one need be discouraged by feeling that his experience is unique.

"The meetings are helpful in giving one *practical* suggestions in regard to overcoming difficulties in the teaching of English. It is a comfort, to me personally, to feel that though *I* may at times be thought over-particular about certain points, I can refer to such and such methods as endorsed by the Association. It is a great help to know just where such a body stands in regard to certain details in the teaching of English.

"The leaflets are a constant help in regard to one point or another, the successful accomplishment of which sometimes taxes the ingenuity of a teacher. The leaflets are written by those of our New England teachers who are most gifted, and who tell us what they have learned in their own class-rooms, that they may aid others conscientiously striving but not yet having attained the same degree of excellence in their subject.

"The meetings of the Association are helpful, because bright discussions follow the papers read, at which widely varying opinions are honestly expressed, remedies for existing evils suggested, and possible mistakes in methods pointed out. The meetings are enjoyable because the most friendly spirit always prevails."

Note: Application blanks may be obtained by mail of the Secretary, Mr. George H. Browne, the Browne and Nichols School, Cambridge, Mass. The leaflets are sent to members free of charge. Back numbers and extra copies may be had by members, at five cents each. The writer of this article will send sample copies of the leaflets to any who may desire them, at five cents each.

WHAT A STUDY OF THE DEAF CHILD WILL DO FOR THE HEARING CHILD.[1]

A. J. WINNIE, RACINE, WISCONSIN.

To those making their first visit to a school for the deaf there comes a feeling of deepest pity for these afflicted ones, and often with tears in the eyes and a tremor in the voice they are heard to say, "I am so sorry for them."

But upon a closer acquaintance with the boys and girls of this school, and the vast amount of good they are receiving here, this first emotion of helpless pity gives place to a live sympathy, which makes one desire to get closer to these children, and help a little, if possible, to enlarge their narrow horizon.

It is this sympathy toward her pupils that has so inspired the teacher of the deaf that she has accomplished that which to the observer appears almost miraculous. Since growth comes from experience, would not the teacher of the defective child, from the nature of her work, develop a broad sympathy which would make her a desirable teacher for the ordinary child?

Not until the teacher secures the confidence of her pupils and makes them feel that in her they have a firm friend and helper, will she be able to secure the best results. So, the first lesson we may draw from the study of the deaf child, and one which must be learned by the teacher of the normal child, is the necessity of genuine sympathy for her pupils.

Through this close sympathetic contact often the cause of the dullness or indifference of some pupils is discovered to be some physical disorder, as defective sight or hearing. Being in possession of this information the teacher is able to adapt her instruction to these particular cases, and soon wins their confidence, for they now understand that at least their teacher knows that which they were too sensitive to tell her.

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[1]A paper read before the Wisconsin State Teachers' Association, Department of Special Education, by Prof. A. J. Winnie, Principal of the Jefferson School, Racine, Wisconsin, in which is taught a day-school class of deaf children.

As one visits a deaf school from time to time one thing that impresses him forcibly is the amount of patience displayed by the teacher. I have seen her go over and over the same kind of work day after day, and appear happy and contented when I could see little improvement. The progress is sometimes slow even with the best material, but no giving way to impatience or discouragement is seen. Patience is another one of their secrets of success.

I believe that the development of this quality through a practical study of this work would make a teacher better prepared to manage a roomful of hearing children. The teacher of the deaf can do nothing without the closest attention of her pupils. To secure this she must be wideawake and enthusiastic; she must possess strong natural vigor and inspiration. So, also, should it be with the hearing teacher. Many times she is not careful enough to see that all are giving attention, and hence to some the recitation is a failure. The teacher must see that all are giving attention all of the time.

Again the study of the defective child affords an opportunity to determine the relative values of some training which will be of great service to the teacher of the natural child. It would enable her to plan her modes of presentation of instruction so as to appeal to the eye and ear in such proportions as to bring the best results. For example, in planning a lesson she would be able to determine how much should be oral work and how much written or sight work.

Too often the ordinary teacher takes it for granted that the child knows many things that he does not know. This the teacher of the deaf dares not do, since his stock of knowledge at the most is so limited. She must be thoroughly familiar with what he already knows before she is ready to present new facts. This lesson of thoroughness is one of which we can not afford to lose sight in our work with the normal child.

To the teacher engaged in special education, psychology and pedagogy begin to have a real significance, and afford a source of help perhaps hitherto much neglected. Since the child's mental development is so hampered, it is much more necessary to study the psychological processes and the principles of pedagogy

so that no avenues of approach may be neglected through the employment of unscientific methods. This realization of the value of scientific methods and continued adherence to the same would give this teacher a broader comprehension of the situation were she to turn her attention to work with the ordinary child.

The teacher of the deaf, in most of her work, finds it necessary, in order to give correct ideas, to employ objects in her presentation. True, much more of this is necessary with the defective child than with the hearing child; but would we not secure better results if we did more objective teaching? So, also, the special teacher finds it necessary in a great part of her work to dramatize or do simple sketching. Continual practice in these arts would give the teacher a greater power to make clear her instruction than she would possess had she not come in contact with the deaf child. Are not these excellent qualifications for a teacher of the hearing child? I believe so.

The teacher of the deaf has made a careful study of the anatomy and physiology of the throat and vocal organs. She is, therefore, in a position to know just the child's difficulty in pronunciation, and what to do in order to help him. Would not this knowledge, and a study of the methods employed for securing correct pronunciation and articulation, be of great benefit to the teacher of the ordinary child? How often in the lower grades does the teacher experience difficulty in securing correct pronunciation, especially with children of foreign parentage. Often, too, foreign children can speak but a few words of English when they enter school. Certainly the practical knowledge of phonetics as furnished by a study of the deaf would be of great assistance in teaching these children.

The sense of humor of a deaf child seems to be lacking or at least in an undeveloped state. To a frequent visitor at the deaf school comes a temptation to try to arouse these children to the appreciation of a joke. At first it is difficult work, and the joke must be analyzed, and the point carefully explained. The child at first appears like one deceived, and does not comprehend what is desired of him. In time, however, he becomes suspicious, and studies and weighs what is said to him, in order to detect the joke, if one be present.

In a room of deaf children which I visited nearly every day for four years were three boys: Peter, Fred, and James. One day Peter was at the geography chart pointing out the bays bordering on North America. As he pointed to James Bay, I attracted his attention, and asked him where Peter's Bay was. He took the question seriously and it was with difficulty that we made him understand that I was only fooling him.

At another time Peter was naming the products of a certain country and among others named saltpetre. I asked him what saltpetre was, and, as he hesitated in his reply, I asked him, if I should take some salt and sprinkle it on him, if that would make saltpetre. This was not so difficult for him to understand. In time I was rewarded by having Peter say with a smile "You are joking me," whenever I attempted anything of the kind.

Fred not only came to be on the lookout for jokes, but always had two or three conundrums in reserve for me whenever I came to the room. I believe that the cultivation of this sense of humor will not only do much for the social side of the deaf child, and add pleasure to his life, but must certainly assist in developing his mental powers.

This should not be lost sight of in teaching of the natural child. I have seen a class of children become tired and restless during the day when it seemed next to impossible to hold their interest. I have seen the teacher at such time drop the regular work for a few minutes and tell a funny story, ask a catch question, or propound a conundrum, which so livened up the class that the recitation soon proceeded in a satisfactory manner.

Moreover, I believe that the discovery of the point in a good story or joke will sometimes be as beneficial as the solution of an intricate problem in arithmetic or algebra, or the analysis of a difficult sentence in grammar.

What has been said thus far has reference to benefits derived by hearing children from a study of the deaf by their teacher. But much benefit comes to the natural child through personal contact with the deaf child on the playground and elsewhere. It develops the humane side of the child and tends to make him more regardful of the rights and feelings of those around him—elements of character so much needed in the world today.

Lastly the work done in the deaf school is largely with the individual. Although classes are conducted, still, in order that she may be certain that her pupils understand, the teacher spends much of her time in individual instruction.

This lesson I consider as the most important of any furnished by a study of the deaf. The value of individual instruction in the hearing schools is becoming realized more and more, and the fame of the "Batavia system" is spreading throughout the country. Many cities have already adopted it.

How often in a recitation the teacher loses patience with a slow or backward pupil, who, embarrassed and confused before his classmates, is unable to understand. Again, how often time is wasted and pupils who understand their lessons perfectly are obliged to sit and listen to the teacher's fruitless efforts to instruct the slow ones. How much more economical, pleasant, and more productive of good for all concerned would it be if the teacher should provide something for the others to do, take the slow pupil individually, find out his troubles, and help him over the difficulties.

In summing up: the study of the deaf child teaches necessity for sympathy for those taught; that backwardness of pupils is often caused by physical defects; the necessity of the pupil's attention; the relative values of sense training; the danger of taking too much for granted; the realization of the importance of the principles of psychology and pedagogy; the value of objective teaching; the worth of a joke in the school-room; the benefit of the association of the deaf with the hearing children; and last, but of greatest importance, the system of individual instruction.

While few perhaps are privileged to make a practical study of the deaf and the instruction of the deaf, still it is within the reach of nearly all to at least make a visit to one of these schools. If such a visit results in nothing more, it certainly will be a source of great inspiration.

To one who observes the wonderful results obtained from the defective children, the question arises, "What may not I accomplish with children in possession of all of their senses. if attempted in the right manner and with the same determination and persistence as is shown by the teacher of the deaf?"

[The following discussion of Prof. Winnie's paper was given by Superintendent H. F. Leverenz of Sheboygan, Wis. As City Superintendent of the Sheboygan Public Schools, Mr. Leverenz has had opportunity to give close attention to the public Day School for the Deaf, which is located in his city.]

Discussion.

H. F. Leverenz: It was very forcibly and clearly stated by Mr. Winnie that a knowledge of the Deaf creates an interest in true child study, develops patience, sympathy, and a power to overcome difficulties with children who fail to make desired progress, and that it brings to us a greater desire to help those who are less fortunate than we are.

I am pleased to know that the spirit for helping the deaf, blind, and other unfortunate children is spreading through the cities and towns of our state and that teachers as well as laymen are becoming intensely interested in a fine class of boys and girls, many of whom years ago were considered practically hopeless outside of an institution. The Day Schools for the Deaf have created much of this spirit of interest and sympathy for these children since the schools were thus brought to the people and they in turn were brought in contact with the deaf and were by observation led to learn the great responsibility resting upon them. I might add here, though it is not a part of this subject, that there is a place for the institution, and that I know some pupils who in my opinion ought to be in an institution for the Deaf, but that there is also *a very important place* for Day Schools in cities and towns throughout the state and that many of the children who are now being educated in the Day Schools at home would never have been sent to an institution and would consequently go without an education and without recognition. They would practically go through the world as such who merely exist, but who do not live. I never could see any reasons for discussing the question of Day Schools versus State Institution.

A study of the Deaf brings us face to face with the possibilities of conquering seemingly insurmountable difficulties. I well remember the time when I saw the first class of three deaf boys recite before a teachers' meeting. I had then been in the work of teaching for some years, but I must confess that it had never occurred to me that a study of this class of children and their needs could be of any value to me, or that I had any business to study them unless I desired to go into an institution where only that class of children is taught. That recitation and object lesson greatly enlarged my limited horizon in the educational field. Through the Deaf school and its pupils I have become interested in other unfortunate children and have learned to understand that a large number of them are, and must be, made a part of ourselves in our community in order to prepare them for a useful occupation and a happy life. That recitation said to me and to others, if such work can be done with children who can hear very little or not at all, what should not I be able

to do with children who are in possession of all their faculties? How often I have given up a boy or a girl who could both hear and see, as practically incapable of making any progress; how often do we, as teachers of hearing children, feel discouraged when we must repeat the same thing five, ten, or a dozen times, and how often have we given it up after a trial of several weeks or months if we did not get the desired results. Let us look at the work of the teachers of the Deaf and their pupils. The thought of giving up after repeating the same thing and making an effort for securing desired results ten or a dozen times does not occur to ***them.*** Work of several weeks or months without almost any visible results does not daunt them in their courage and endurance, and it is wonderful to see how this persistency of effort is invariably crowned with success. Boys and girls who as a result of their physical defects were possessed of hardly more than animal habits, who would bite and kick the teacher in her efforts to approach them, have, after several months of work, patience, and loving sympathy, shown *by their expression* that a beautiful soul was within them and that they could appreciate kindness, love, and sympathy as much as those on whom it had been constantly and easily bestowed on account of their ability to hear.

My observation of the Deaf has done much for me in my daily work with hearing people in the way of suggesting the ability to overcome difficulties and in showing what real courage, endurance, love, and sympathy in teaching means. It has given me many valuable lessons for the study of children and has more than any other thing brought me face to face with the fact that it is very necessary to study children closely and sympathetically, *whether physically defective or not,* in order to do *really successful teaching.* What it has done for me it is surely doing for many others, and I know that our schools cannot help but become better if our teachers give some attention to the pupils of the Deaf school and to the method employed in teaching them.

I will briefly state what have been some of our methods and practices of getting as many people interested as possible in the study of the deaf. In the first place our Day School for the Deaf occupies a well equipped and nicely decorated room in one of our ward buildings. The pupils of the Deaf school march in and out with the others, associate and play with them. They take part in everything that concerns the entire school generally, such as exhibition of work for our annual Parents' Meetings, entertainments, and the like. They have as many things in common with the hearing children as it is possible to have. In this manner most of the teachers of that school have become thoroughly acquainted with the deaf children and have learned to speak to them and take a delight in making themselves understood. This is by no means done as a matter of curiosity and novelty, but with a desi e to learn, to do better teaching, and to help the deaf. Those who are not acquainted with our deaf children will find some difficulty in detecting that there is

a defective child among the little groups organized for games. This association, in my opinion, also prepares the coming generation of men and women for their great responsibility toward the unfortunate, and impresses upon them the fact that the deaf are best taught and prepared for the active duties of life by associating and learning as much as possible with the people with whom they have to work and do business, and with whom they ought to be able to share sorrows and joys after they leave school.

Another thing that we do, is to bring at stated periods the teacher of the deaf with a class of her children before our monthly teachers' meeting. This is a meeting for all the teachers employed in the city schools. Listening to the work of the recitation conducted gives every city teacher an opportunity to see that the teacher of the Deaf must study with great care the physical, mental, and spiritual condition of every child under her charge. After some of these exercises I have seen that some of our teachers have overcome difficulties in their own school rooms which they never knew how to conquer before, and have taken up for themselves some of the methods employed for teaching the deaf. The Deaf school has thus to be looked upon not only as a good department or attachment of our public school system but *as a very necessary part of it.* All the children are in this way given an equal opportunity to get an education.

The study of the Deaf, their needs, and their weaknesses gives every faithful and conscientious teacher a deeper insight into the work of teaching, and it gives every citizen a keener sense of the importance of an education and a realization of his responsibility. It encourages teachers to overcome great difficulties and it brings us all in closer touch with humanity. It inspires us to exert effort, practice patience, and bestow love for the purpose of awakening souls to the appreciation of everything that is beautiful, elevating, and noble.

THE AMERICAN INSTITUTIONS FOR THE EDUCATION OF THE DEAF.[1]

G. FERRERI, ROME, ITALY.

CHAPTER V.

Kindergarten Schools for Deaf Children.

We have seen how every opportunity is given to the Deaf in the United States for the highest possible education. Now we must also consider one of the fundamental conditions which permits the American Deaf to develop his own capacities and to acquire new ones, even from earliest infancy. I mean the institution of special Kindergartens for little deaf children not yet of school age.

Notwithstanding the lack of material means, which constitutes the base of every kind of experiment, we have yet spoken, written, and discussed as to the merit and suitability of kindergarten schools for the Deaf. It has happened to us in this respect what also occurs frequently in every sort of social provision among the Latin people. Powerless to try the experiment, we console ourselves easily with the discussion of thesis and hypothesis, and do not perceive that in the majority of the problems one ought first of all to speak from practical experience.

In discussing the suitability of Kindergarten schools, we have made theoretic observations, which really had no foundation. I recall especially that one concerning the application of the Oral method. They were afraid, on one hand, that a gathering of deaf children would offer a too favorable opportunity for the development of the mimic; on the other hand, they were much concerned as to the first oral teaching, because they considered the subject as based upon theoretical speculation as to the difficult of the problem, as yet unsolved, of the first emission of the voice.

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[1]Translated for The Association Review by the author. Begun in the June, 1904, number.

Theoretically speaking, one is right in admitting that facility of vocalization and pronunciation stands always in direct rapport with precocious teaching. Hence as I previously had held that here lies the first advantage for the development of speech, just so in my researches among the American schools I had always this point in view, which is, in my opinion, the most important one of our special didactics. The result of my observations has been contrary to the assumed theoretical ones. I have been convinced from these that while the kindergarten has the greatest value in a pedagogical regard for the development of intelligence and for the formation of character, it does not offer equal advantages for the mechanical perfection of speech. I do not mean to say by this that the way to further experience is hindered. Indeed it would be desirable that this experiment should be renewed under other skies, with other languages than English, and perhaps with other method. Here it might be apropos to explain the two tendencies, almost opposed to each other, in teaching the deaf children articulate speech and speech-reading. I will reserve this argument however in order to treat it together with others in a special chapter dedicated exclusively to questions of this nature.

Here I wish to speak of Kindergarten schools as regards pedagogy alone.

It should be noticed in the first place that a very important point in the organization of the kindergarten has not yet been made clear. There are colleagues who prefer to have the special kindergarten as a preparatory section in the large boarding-schools instead of as a separate institution. This seems the most suitable form to those who wish to prepare the child for the regular courses of instruction, and this form of kindergarten is annexed to the institution. On the other side they wish the kindergarten to be autonomous, quite independent of the schools and institutions for the Deaf. This form is preferred for two reasons. First because they wish to apply the oral method in the first instruction as in the later; the second, more ideal, is because they wish to prepare the deaf child for the public schools for hearing children; and in this ideal they proclaim that it is not necessary to have a special school for the Deaf, when they have

been accustomed from earliest infancy to speak and to read speech.

This diversity of judgment and of tendencies results however for the advantage of the Deaf; first because it multiplies private initiative in favor of special kindergarten schools; second because in this way the benefit of the school is extended to the Deaf even in their earliest years, who else would have to wait until their fifth or sixth year for admission to school. It should be noted that while in the preparatory sections annexed to the boarding-schools one finds only deaf children of from five to seven years of age, in the kindergarten schools one finds little deaf children of the tender age of two and four years.

Comparing now the didactic criteria and the ideals of the advocates of special kindergarten schools, as independent institutions, we can truly say that the pedagogical and moral advantages are equal in the two forms of kindergarten referred to.

In it the deaf children find that which they could not have if they remained at home. One abandons more and more the ideal of the child assisted in its first steps by the mother, and kept in the environment of the home. And this is in part the effect of the successful experiences which have been made; and also it is the practical expression of the need, which the American family too feels more every day, of demanding the aid of science and of social protection in favor of abnormal children.

Now the kindergarten corresponds perfectly to the needs of the deaf child as it does to those of the hearing child. To the question, "What are these needs?" Miss Ellen E. Taylor of Cleveland (Ohio) has replied in a recent study. She has arranged the needs of the children according to the aims of the Kindergarten, classifying them as follows:

"I. Happy occupation for a portion of each day.

"II. The society of other children while placed upon the same basis of responsibility as they.

"III. To have an explanation of the panorama of life, an answering of the endless questions which must be in the little brain.

"IV. To gain an appreciation of the joy of working with others toward some end that will bring pleasure to all.

"V. To gain the powers of expression and comprehension that will put him in communion with all about him." (See THE ASSOCIATION REVIEW, Feb., 1903, pp. 3-4.)

When the Kindergarten is organized so as to fulfil these aims, which correspond, as has been said, with the needs of the child, no one can help recognizing its utility and suitableness.

Indeed every time that I have seen the little deaf children gathered together under the loving care of young and cheerful teachers, who devote their whole being to this first education, I have been convinced that this and no other is the natural and rational way of coming to the aid of deaf children. In the atmosphere of the Kindergarten the deaf children are educated early in personal cleanliness, in order, in attention; they are accustomed to the school, to reciprocal respect, to the responsibility of their own acts. Their senses, wisely directed in their games as well as in their school exercises, with the most varied application of the Froebellian games, are trained without fatigue and without effort, and they are developed gradually, preparing themselves in this way for further instruction.

The variety of the exercises and the vivacity of the teachers, who encourage every slight effort which the child makes, whether in imitation or in the reproduction of easy actions, delights the children so that it is difficult to distinguish whether it is a play or a school-exercise intended to develop their mental powers. In every case however the child is obliged, without being conscious of it, to an emulation which arises little by little both in the exercises of recreation in the open air and in those of the school-room, by imitating a word spoken or written, or by recognizing an object already known with the eyes closed, when mixed with others of different form or material or dimension. In fact the first education of normal children is based upon this sentiment of emulation, and it is really on account of the lack of it, that is, on account of the isolation to which generally deaf children are condemned, that they come to us in the school so timid and suspicious, lifeless, and heavy, awkward in their movements, as if they were paralyzed in mind and body. In the American schools, I must confess the truth, I have never found (unless as

an exception) torpid, sleepy children like the majority of those who are admitted to our institutes.

I think I do not err in saying that we must refer to this early education, acquired in the Kindergarten or in the preparatory department of the large institutes, the possibilities offered to the Deaf in the American schools for developing later in the course of their regular instruction, their own physical and intellectual powers. The institution of the Kindergarten in the happy conditions of the American school contributes, in my opinion, to diminish the sad consequences of the lack, as well as of the arrested psychic development, upon which depends the inferiority of the deaf-mute when compared to a normal individual. The American colleagues are convinced of this, and therefore they make the practical experiment precede theoretical discussion, and from this comes the great impulse, becoming more general every day, to promote the institution of Kindergartens for deaf children, as also for the blind and for defective children of every kind.

One must not infer however from my admiration of the kindergarten for deaf children, that I agree with the ideal which they seek in many parts of the United States in promoting this institution. Some would have the Kindergarten the only special school necessary for deaf-mutes. They think that after the Kindergarten the Deaf could and should be admitted to the elementary public schools for the hearing. If this happens, as has happened in a few cases, one must admit that it is an exception. And to avoid misunderstanding, I would note at once that the exception is not constituted alone by the deaf pupil admitted to the public school, but rather by the public school towards the deaf-mute. One can find zealous teachers who accept the Deaf in their classes because these Deaf unite an extraordinary will power to their ability in speech-reading and their knowledge of language and of the matter taught. But I think that the exception made of a few teachers for one or two abnormal pupils, would be useless when one should attempt to generalize the case. Therefore I hold the utopia quite unrealizable of the educators who hope for the abolition of special schools for the Deaf. I had many proofs of this unrealizable utopia when visiting the American schools. I found, for example, in the primary classes of the

ordinary course the deaf who had been six and eight years in the Kindergarten, from which they should have entered the schools for the hearing. I visited also a private institute for the hearing and the deaf, founded for the express object of making a school in common for both. From the tone of voice of the two deaf-speaking pupils presented to me, I understood at once that it was a question of the usual exceptions. As for the rest, the specimen of speech-reading I had was not very encouraging. Two pupils (girl of 13 and a boy of 14 years) did not succeed in reading from the lips of the Principal the word *Italy*, although he exaggerated greatly the movements of the lips and tongue.

Another time in speaking with a teacher of the Kindergarten of Oral teaching and of its possible results, I asked her suddenly: "And then these children can go to the schools for the hearing?" "They say so," the young lady replied very drily indeed, with an accent of little faith, alluding to the didactic Principal and to the Superintendent of the Institute.

What is unquestionably advantageous for the deaf children gathered together at an early age, is the synthetic speech-reading. The great quantity of monosyllables and of short sentences is certainly one advantage which the English language has over ours. There is however this circumstance worthy of note, that the teachers live with the children, and hence the repetition of words in the presence of the objects, of the action, and of the persons so frequent and so natural that the children learn to read speech with incredible precocity. Thus in a short time they acquire a labial vocabulary in which the names of their fellow-pupils, teachers, relatives, and the servants of the school mix themselves continually in a series of common phrases, of commands, and of warnings, which form a solid substratum indelible for their linguistic patrimony. And although this advantage may seem limited to speech-reading, because in fact the children read from the lips long before they are able to pronounce, the advantage however does extend to a predisposition for speech, and this because of the well known value of the association of the various sensorial images as a stimulus to perception.

In regard to the real and true lessons, the program does not establish even for the larger pupils more than an hour and a half

a day. And this brief period of time is again divided into many lessons of from 15 to 20 minutes, alternated with games and recreation in the open air, or in the play-room, where charity and the generosity of the visitors accumulate and renew playthings and toys of every description.

In regard to the school-life, the boarding-school is preferred, as I shall explain later, even by the most ardent advocates of the day-schools. They recognize the fact that with the latter form of school it would not be possible to realize all the advantages which are offered by the boarding-school, whether in respect to hygienics and medical care of the children, or in regard to their attendance at school, and to the wise assistance given by the teachers. I asked frequently why when the day-school was in full vigor, there could not be also a kindergarten class too, as is the case with normal children.

The answers I received can be summed up as follows:

1. The day-school would be preferable not only for the children, but also for the reciprocal education of the parents and relatives.

2. But the families would have to be transferred to the neighborhood of the school, because the tender age of the children would not permit their transportation from a great distance;

3. Besides, the Kindergarten is much more successful when it is isolated from noisy streets and from the centres of traffic;

4. If the children were left at home they would not be regular in attendance at school, and the poverty of many families would expose the children inevitably to physical and moral injury.

In conclusion I would say that the Kindergarten is a real blessing to the deaf children who can attend it. In fact it predisposes them to school-life whether the Kindergarten forms a part of a special institute, or if it is an independent school. In both cases however the greatest attention should be given to the selection of the teachers. In this respect I cannot omit mentioning the ability of the teachers in the American schools and Kindergartens which I have visited. They know how to captivate the affection and the attention of the deaf children by the exercise of a patience and an indulgence without equal. They encourage the children even in their unsuccessful attempts, chang-

ing opportunely the object and the exercise with a variety which is always interesting. For in the critical cases where the child might lose courage by a failure, the rapid change of situation distracts it and makes it find a cause for laughter where it might have been impelled to shed tears.

I believe, to express again one of my opinions, that it is in fact in these Kindergarten schools that the teachers acquire those precious didactic gifts which suggested to Mosso the wise and profound observation: "Instruction in America," he wrote, "is a food which the teachers know how to prepare well and to render more palatable, more assimilative, and more nutritious."

We however are still struggling with the first necessity of providing the benefit of some kind of instruction for all the poor Deaf, which will deliver them from ignorance and isolation. If however I were able to anticipate with desire the provisions to be made in the future for the education of the Deaf, I can affirm that should it be necessary to choose between a preparatory (Kindergarten) instruction and a higher (high-school) instruction, we should without hesitation choose the former. Indeed, for the reasons already indicated, I think also that the possibility of a higher instruction depends in great measure on the predisposition acquired by the Deaf in earliest infancy. As one can see, it is a case of cause and effect, which is explained by the circumstance already noted of the length of the scholastic course in the American schools.

RECOVERY OF THE POWER OF SPEECH.

An interesting account of a case of aphasia, with recovery of speech after thirteen years, was recently published in the Silent Hoosier (Ind.) This account we sent to Dr. Arthur W. Fairbanks of Boston, whose able paper in the December, 1904, number of the REVIEW, on "Speech Defects in their Relation to Abnormal Conditions of the Brain," will be recalled. The account drew forth a letter from Dr. Fairbanks which we have obtained permission from him to publish. The account and letter follow:

The daily newspapers of Indianapolis reported on December 27, 1904, an interesting case of the recovery of the power of speech after a silence of thirteen years. Miss Emma Rogers, of 701 South Illinois street, after being unable to speak for that length of time, in a moment of intense excitement suddenly began to express herself in articulate sounds. The case was a most interesting one, as muteness is a very unusual thing when the mind is sound, the hearing perfect, and the organs of speech are unaffected. It is interesting, too, to those engaged in educating the deaf, since occasional cases of persons with good hearing but inability to talk are reported at our schools, and sometimes these so deficient are admitted to the schools that an effort may be made to relieve them of their condition. Three weeks after the reported recovery of speech (which occurred December 26) the editor of this paper called to see Miss Rogers for a confirmation of previous reports and to see if the recovery had been followed by a relapse. He also had an interview with Dr. Judson D. Moschelle, who had attended Miss Rogers at the time her voice returned.

Miss Rogers is an intelligent young woman, and has always assisted in the household duties and participated in the social life of the family. Physically she appeared anaemic and of an extremely nervous temperament. Dr. Moschelle reported that his examination of her larynx, and the cavities of the mouth, nose, and throat, had discovered all to be normal and fully developed. She at no time had paralysis of any part of the organs of speech. During the thirteen years of her muteness she never expressed herself by whispering nor did she give utterance to inarticulate sounds, such as grunts or groans. Miss Rogers herself stated that she often desired to speak, but was unable to do so. She communicated with those about her by means of the double-hand alphabet and by writing, as she never had any lapse of verbal memory, and always under-

stood all that was addressed to her. She now speaks with perfect distinctness, but in a low voice, as is to be expected after so long disuse of the organs of speech. She also soon tires in speaking, but is improving in that respect. At one time, while under the care of another physician, hypnotic suggestion was tried, as it was recognized that the inability to speak was purely a mental condition, and was not believed to result from any structural defect in the brain, resulting from lesion or any abnormal development. Hypnotism was without effect. This may be accounted for, probably, by the fairly well established theory that a subject in a hypnotic state will do nothing that he would not do, or thought he could not do, when in a normal condition.

The case, when considered in the light of the testimony given by Miss Rogers and her family, and by Dr. Moschelle, seems to leave but one reasonable theory for its explanation. The conditions were, perfect hearing, perfect organs of speech, and perfect speech prior to the time of losing it, perfect verbal memory, no apparent cerebral disturbance, a nervous disposition with hysterical tendencies, a loss of speech through an attack of the grip, and its recovery thirteen years later while under stress of great excitement, approaching hysteria. Doubtless there developed early in the history of the case, probably during or immediately after the illness which brought the muteness upon the child, that psychological condition termed "defective will." The age at which loss of speech occurred and the neurotic diathesis seem to be evidence bearing out this theory. A defective will may develop in one otherwise normal and sane. In mild form it is indicated in the stubbornness which is often seen, wherein the subject is not amenable to reason or persuasion, even when the latter takes the form of a physical appeal of unmistakable intent and decidedly painful nature. The stubbornness which maintains a perverse idea with dogged persistence is not the effect of strength of will, but rather of its weakness. It has not the power to change and opposition only sets it firmer, because opposition merely adds to the number of distracting elements and thus drives the mind back for refuge to the one idea which it holds clearly. Such a condition is not voluntary. In the case under consideration we would not be understood as meaning that muteness was the result of stubbornness, for the condition continued in spite of the desire to have it otherwise. But the will was defective or incapable of exerting itself through the motor nerves from the speech center of the brain to the speech organs. In the hysterical state which preceded the restoration of speech and which was directly responsible for it, the will received an impulse to speech which overcame the ingrained feeling of incapacity and broke down the habit of years. And as the nerve connections and the organs were unimpaired, perfect speech was the result.

It is of interest to consider whether the condition might have been relieved by instruction in articulation. We have no hesitancy in saying

that, in our opinion, any oral teacher of the deaf might have restored speech to the girl in a comparatively short time by the same methods that are used in the instruction of the deaf. It is to be regretted that such an effort was never made. (See accounts elsewhere in this issue—pp. 125 and 161—of the giving or restoring of speech in cases of aphasia by employment of articulation teaching.)

The report of the Indianapolis Sentinel, of December 27, on this interesting case follows:

Breaking a silence of years with an exclamation called forth in a fit of anger, and thrown into a hysteria of joy to find that the power of speech was hers once again, was the experience last night of Miss Emma Rogers, living at 701 South Illincis street.

The case is one that has so far baffled the attending physician, Dr. Judson Moschelle, and the investigations that have so far been made by Dr. Moschelle have failed to reveal the cause either of the girl's long muteness, or the strange restoration of the power of speech last night. The story is an interesting one, in which the fateful figure "13" has a part.

Thirteen years ago, following a severe attack of grip, Miss Rogers, then a girl of thirteen years of age, was stricken dumb. Doctors could not restore her voice, and all the efforts to bring back again the power of speech, or to learn the cause of her vocal paralysis were unavailing. During all these years, although she heard as well as she ever did, Miss Rogers was unable to utter a sound.

Yesterday afternoon, chidden by her father, Frank Rogers, and her sisters for permitting the attentions of a young man whom the family considered beneath her in social standing, the girl gave way to a fit of anger. She became somewhat hysterical and while in this condition, making a great effort to speak, she found her voice suddenly restored.

The excitement and fright combined increased the hysteria, and the girl, almost delirious, began talking rapidly, and in a clear tone of voice. Her first words, spoken after her thirteen years' silence and in the nervous tension of hysteria, were, "I want my mamma," and the shock and surprise of hearing their sister's voice after all these years, almost threw the sisters into a similar state of hysteria.

Dr. Moschelle was hastily summoned from his office, 628 South Meridian street, and administered remedies to quiet the nerves of the girl who sank into sleep that continued until last night. When she awoke she was able to converse as fluently as if her tongue had not lain dumb and useless for years.

This morning her voice was as clear and her speech as perfect as it ever was—indeed, the members of her family say that she speaks in a sweeter, more musical tone than when, as a child, she was stricken dumb.

Dr. Moschelle, in talking of the case, said that in his opinion the loss of speech was due to a semi-paralysis of the speech center of the brain, caused by the severity of the attack of la grippe from which the

girl suffered. The speech-motor of the brain is located in the posterior portion of the left inferior frontal convolution of the brain, and a semi-paralysis of this portion of the brain-lobe would result in the loss of speech.

Sudden and intense excitement, accompanied by a keen desire to speak, might remove the partial paralysis and restore the power of speech. This is the explanation of the case given by Dr. Moschelle. The doctor will make further and more exhaustive examinations into the case. which is a most interesting one from a scientific stand-point, as well as because of its unusual character, in the effort to learn exactly what caused the loss and the subsequent restoration of speech.

In an analysis of the case of Miss Rogers to-day Dr. Moschelle said:

"The most common cause of aphasia, or loss of speech, is hemorrhage affecting the speech-motor part of the brain, located near the third frontal convolution of the island of Reil, which controls the power of speaking. Other causes are brain tumors, degenerative processes, and the like, while hysteria is still another and the rarest cause.

"I am inclined to believe the loss of speech in Miss Rogers' case was due to hysteria, which makes the case the more remarkable. So far as I can learn there are no indications of hemorrhage or tumor.

"If such causes existed speech would not have been entirely impossible; the power of articulation would have remained, although there would have been no coherence—no sense—in her talk.

"The fact that the power of speech was restored through an attack of hysteria adds to the probability of this having been the cause of the orginal aphasia."

Boston, March 8, 1905.

My dear Mr. Booth:

Thank you very much for the clipping sent and which I enclose for return. This was a case of hysterical aphasia. They are not so very uncommon, but much shorter in duration as a rule. It is of the same nature as hysterical "paralyses" of other parts of the body, only decidedly less frequent than the latter. There is no organic lesion anywhere either in the cerebral speech centres, in their association tracts, in coordinative control, or in nerves, muscles, and organs of speech themselves; nor is there any defect in the intellect proper. It is purely a functional disturbance, usually following some severe or sudden *psychical* shock or emotion. This emotion renders the individual "speechless," to use a popular expression. Under ordinary con-

ditions, in the normal individual, the ability to speak is soon restored, but in a person with strong hysterical tendencies, whose psychical equilibrium is not easily regained, *confidence* in the power or ability to speak is *not* restored. Some powerful psychical shock or emotion must (taking the mind off its guard, as it were,) bring forth the function, and instantly confidence is regained and the brain resumes control of its hitherto lost function of speech. I think the explanation by the editor [of the Silent Hoosier], comprising the third paragraph, is admirable, but ordinary newspaper articles are worse than worthless, for the ordinary newspaper reporter not only knows usually nothing about the subject he is detailed to write up, but deliberately misquotes those to whom he applies for information, and instead of trying to enlighten the public and furnish them the truth, endeavors in every possible manner to cloud his subject by undue emphasis of irrelevant and accidental details, purely to render it sensational.

In these hysterical paralyses, it is unfortunately never possible to tell beforehand just what kind or degree of psychical emotion is necessary to restore functional activity. In one case it takes place from a sudden, unexpected shock, while in another it may be brought about by gradual continuously acting mental impressions culminating in some crowning event. These are the cases that cover the walls of the shrine at Lourdes and elsewhere with crutches and splints and canes. They are the sources of the time-honored and ever-present miraculous cures. Among these hysterical and functional invalids, there is the greatest variation in the susceptibility to emotional or psychical influence, some being easily influenced perhaps by religious faith or by belief in the miraculous or supernatural, while others are only influenced by some tragic occurrence, as for instance some danger to themselves or to others, and demanding instant action, or, as in this case, by the power of anger or pride. It is very difficult to avoid thinking of these cases as voluntary, in a measure, but they are not so in the common meaning of the term.

In the case cited, the "grip" had no direct influence in causing the condition. *Indirectly*, through the marked constitutional depression it frequently leaves behind, it may of course have left the neurotic condition even less stable than it was previously.

Cases of hysterical paralyses are differentiated from true organic disease without much difficulty, *after a brief period of observation*, because they present, very soon, other symptoms entirely at variance with what would be found were the state due to organic disease, while other symptoms which should be present in organic lesion are entirely wanting. The picture, in other words, presented by the patient is an anomalous one.

I think there is no doubt that this girl might have been relieved by the form of instruction to which the editor refers. Since we never can know, in any given case, just what kind or degree of psychical emotion is capable of restoring the lost functional activity, and cannot therefore foretell the probable duration of the condition, it is always advisable to institute methods of training directed to the gradual re-acquirement of the speech functions, methods differing but little from those which would be employed had the individual never possessed the power of speech.

Very sincerely yours,

ARTHUR W. FAIRBANKS.

THE SEVENTEENTH MEETING OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF.

GALLAUDET COLLEGE,
WASHINGTON, D. C., February 11, 1905.

To the Members of the Convention of American Instructors of the Deaf:

It was decided at your meeting in Buffalo to accept the invitation of the authorities of the North Carolina School for the Deaf, located at Morganton, to hold the next Convention in that Institution.

After conference between the members of the Standing Executive Committee and the Superintendent of the North Carolina School, it has been decided to invite the members of the Convention to meet at Morganton on the 8th of July next. The Convention will be called to order at eight o'clock in the evening.

It is expected that the members of the Convention will be fully accommodated in the buildings of the Institution and a charge of one dollar per day will be made for board.

Arrangements will undoubtedly be effected for the transportation of persons attending the Convention at reduced rates, the particulars of which will be published later. All persons availing themselves of these transportation rates and of the special rate for board in the Institution, who are not already members of the Convention but are eligible to membership, will be expected to become members at the Morganton meeting. The conditions of membership are as follows:

"All persons actively engaged in the education of the deaf may enjoy all the rights and privileges of membership in the association on payment of the prescribed fees ($2.00 the first year and $1.00 annually thereafter) and agreeing to the Constitution."

All persons taking advantage of the rates for board or for reduced railroad transportation must either be members of the Convention or pay $2.00 to the Treasurer of the Convention, showing his receipt for the same.

It is expected that the meeting of the Convention will continue for about a week. Superintendent Goodwin suggests that one or two excursions to places of interest near Morganton will be arranged for the pleasure of the members of the Convention.

It may be mentioned that the summer climate of western North Carolina is very salubrious and by no means oppressively warm. It is believed that the conditions under which the Convention will meet the coming summer will be such as to make it a most agreeable gathering.

The meeting of the National Educational Association, which some of the members of the Convention may wish to attend, will be held at Asbury Park on the 3rd, 4th, 5th, and 6th of July. Those attending this meeting could then go directly from it to Morganton for the Convention.

Mr. J. W. Jones, Superintendent of the Ohio Institution, the Chairman of the Committee on the Normal Section, has been appointed Chairman of the Committee on Programme. All persons wishing to present papers or subjects for discussion are requested to communicate with Mr. Jones at an early day.

It is important that members of the Convention should inform Mr. Goodwin at Morganton, at as early a day as possible, of their intention to attend the meeting.

With cordial greetings from the Committee to the members of the Convention and to all engaged in the work of educating the deaf or interested therein, the hope is expressed that the Seventeenth Meeting may be one of more than ordinary interest.

E. M. GALLAUDET,
President of the Convention.

CONTEMPORARY THOUGHT.

A CASE OF MOTORIAL APHASIA.

The disturbance of speech termed "motorial aphasia" shows the following characteristics: The inner formation of words is not interrupted to any noticeable degree, and the patient can therefore communicate his thoughts by writing; but he cannot produce the words with which he is perfectly familiar by the muscles of speech.

A sufferer from such an aphasia was a girl who was born July 29th, 1892, and was placed in the institution for the deaf at Frankenthal, Bavaria, Germany, on the 14th of October, 1903. We follow the Report of Mr. H. Dörreich, teacher at the Frankenthal Institution: The girl was taken sick with meningitis in March, 1902, and was sick for upwards of four months. She suffered from violent headaches, sleeplessness, and loss of appetite, dwindled down almost to a skeleton, and was constantly wailing. When the sickness came to an end, it was found that she could not speak. Her sight and hearing were excellent. She was treated with various medicines, applications of ice, and frequent baths. For a year she attended school, had a healthy appearance, and showed no indications of any disease, except the above mentioned aphasia. The parents, although repeatedly reasoned with on the subject, could at first not be induced to entrust their daughter to an institution, until they finally became convinced that a cure would be affected only in an institution. The above was the diagnosis of the physician. It now became the work of the educator to reconquer for the child what disease had robbed her of. She knew very well why she had been placed in the institution; for when asked, she invariably replied in writing: "That I may learn to speak." The belief in the possibility of a cure was based on the following: As the child showed, by nodding or shaking her head or in writing, that she correctly understood everything that was said by other people, there were evidently no defects in her hearing. Neither was any part of her organs of speech paralyzed; which was shown, amongst the rest, by the circumstance

that she was able to laugh quite loud. The lack of the power of speech could, therefore, only be explained by presuming that through an inflammation of the membrane of the brain that region of the surface of the large brain was affected from which the muscles of the organs of speech receive the impulse for producing sounds. The question before us was, therefore, to form, so to speak, a new motorial center of speech. The first two hours of instruction were devoted entirely to the normally endowed, normally hearing, and still mute pupil. I began by speaking simple words, with which the child had been familiar before her sickness. She was not able to speak them after me. The same was the case as regards the elements of speech. She heard even a whispered vowel, but could not pronounce it. I now endeavored to direct the attention of the child to the essential functions of the organ of speech and its parts, in order to awaken in her some idea in what manner speaking is effected. The first step was exercises in breathing. In speaking we need in the first place a current of air. We obtain this as soon as we exhale breath. The child is requested to do it with open mouth. She complies with the request correctly, and thereby has already uttered a sound of speech. When asked to write down the letter, she wrote an "h." I again exhale breath, but close the mouth, so that the upper teeth rest on the slightly projected lower lip. I ask her to observe my mouth, and to imitate me; and another sound of speech is produced. When asked to write it down, she wrote correctly "f." In the same manner, always watching my mouth, the other sounds of speech were formed, for the production of which the voice is not needed, viz., b, d, g, s, z. The attentive girl recognized them as old acquaintances and formed them correctly. We now tried the other sounds, for the production of which we need the voice. I pronounce "w." She imitates the position of my mouth, but—no sound is produced. I now informed her that we do not form the voice in the front of the mouth, but that it originates in the throat. This can be felt by placing the hand on the throat of the speaker. The girl felt the vibration on my throat, and endeavored to produce the same effect in her own throat; soon slight approaches to a sound made themselves heard, and after a few minutes she pronounced a "w" beautifully clear and distinct. Now everything was gained. The girl's eyes glisten with joy and astonishment at her own achievements. The "w" is followed by other letters: m, n, l, r; all of which are formed without difficulty. Now only the vowels remain. I pronounce them: a, e, i, o, u. Nothing new is to be observed in forming them. The voice is formed in the throat, everything else is indicated by the motions of the

mouth; seeing and feeling are again the first step, the attempts of the pupil herself the second. These attempts, likewise, are very quickly successful. At first a somewhat uncertain searching and feeling, then a faint, whispered attempt at a sound, soon a more vigorous sound, and finally a clear, full "a." The same was the case with the other vowels. The combination of vowels and consonants to simple one syllable words is accomplished rapidly and easily. Thus, after about two hours' labor the child is in possession of what she had long and painfully missed, her mother tongue. When I asked her, "What is your name?" she answered with joyful excitement: "Ka—tha—re—na." This jerky way of speaking was remedied in a few days. The girl could now again speak and read fluently and will shortly be restored to her parental home and the public school. In conclusion, I would state the following: The character of the disturbance of speech in the girl whom I treated, was doubtless correctly indicated as "motorial aphasia." The motorial center of speech, however, was in this case not injured to such a degree as to exclude the possibility of its resuming its functions; for, owing to the short time, it was out of the question to form a new center. As the period during which she had lost her speech lasted 16 months, it must be presumed that, owing to sickness, the region of the surface of the brain which was specially concerned, had been subjected to considerable pressure. The nature of this pressure could of course only be determined by a physician.—[Die Kinderfehler.]

DEAF AND BLIND.

In the year 1887, during a visit to Berlin, I [Rev. Theodor-Schäfer, Director of the Deaconesses' Home at Altona], directed my steps—as is my custom whenever I visit that city—to the suburb of Nowawes, to visit the Oberlin Home for Cripples and its revered Director, Rev. Mr. Hoppe. We went through the institution and saw and discussed all its arrangements. When entering a certain room, Rev. Mr. Hoppe said: "Now I must show you our crippled children, and above everything else, our Hertha!" A lovely, eleven year old girl, with a most touching expression, stood before me, who immediately took hold of my wrist with the view to ascertain whether it was enclosed in the sleeve of a man's coat, or a lady's dress. The child was blind and wanted to find out whether I was a man, or a woman. But could she not know that by the sound of our voices? No, she was also

deaf. Or could she not ask, "Who are you?" No; she was likewise mute. Here a deaf-mute and blind child stood before me. My friend assured me that she possessed very good mental capacities; here then was an opportunity for Christian love and German patience and educational skill to try their best.

Nine years have passed since then. I have repeatedly seen Hertha again. All justified expectations have been fully realized. I shall briefly describe the course of her education and state the results.

Hertha Schulz was born in 1876, at Grabow, near Stettin. When, in her fourth year, she recovered from a very severe inflammation of the brain, she was deaf and blind. At first she could speak yet, but she could not hear anything; and when she could not hear a reply to her questions, she would say: "There was the time when you all could speak." She did not think that she was deaf, but that the other people were mute. Gradually, as is but natural in such cases, her speech became more and more defective. When she entered the Oberlin Home, her speech was gone entirely.

When her mother took her to the Home, the child began to suspect a separation, and neither during meals nor during play did she let go of her mother's hand. The mother, who in a sensible way desired the true welfare of her child, bravely tore herself loose when evening came. The poor child cried bitterly, sought her mother in every part of the room, and finally cried herself to sleep. The next morning she was calm and well behaved, dressed herself, and followed the deaconess on every step. Her cheerful face and her happy and eager play were the barometer of her inner condition. Occasionally she was willful; but soon the deaconess governed her completely by her influence. The object, however, was not only to care for the child and educate her externally, but to open the door of her mind. Mimic signs came of themselves. "Sleeping," Hertha indicated by bowing her head toward her hand; "Yes," by nodding, and "No," by shaking the head. An attempt was made to communicate with her by Braille letters for the blind, but without much result, A method of instruction was, therefore, followed similar to that employed for the deaf.

Mr. Riemann, a teacher at the Royal Institution for the Deaf at Berlin, was detailed for her education; and with the best results he fulfilled his duties with great faithfulness, with a thorough appreciation of Hertha's mental condition, and without any pecuniary remuneration, going out to Nowawes a few hours every day, the deaconess instructing Hertha during the other hours of the day according to the advice and orders of the teacher.

The first thing to do was to develop the sounds. The sounds of our speech originate in this way, that the air from the lungs is pushed through the glottis, and is formed into varying sounds in the mouth by the tongue, the lips, and the position of the lower jaw. The deaf person sees and feels the manner in which the teacher produces the sounds, and imitates him. With Hertha the matter was of course much more difficult, because she was blind, and her only way was to feel how in pronouncing certain letters the larynx vibrates, the lips are closed, or opened, etc. After the sound had been developed, the teacher in every case taught the child the letter for the sound to be made with the hand (by the position of the fingers, etc.), and also the raised letter for the sound in Braille letters for the blind. It will be surprising to hear how in about four weeks Hertha had fully mastered this knowledge of the letters in three different forms, viz., sounds, hand alphabet, raised letters.

Thereby the foundation had been laid. Now came the first step in raising the superstructure. After letters, words. The teacher let Hertha touch an object, and had her pronounce slowly the name of the object. Unfortunately, she had, through her former unmethodical speaking, acquired a nasal tone of voice, which she could not get rid of, especially as the teacher could devote only a few hours a week to her training. After the articulated pronunciation of new words had been practiced, she was made to read print in Braille letters, and she was taught a sign by the hand for an entire word. This was the second step.

The third step was the combination of words into sentences. A series of questions was addressed to Hertha: How is ——?" "What does ——?" "Where is ——?" etc. The conjunctions "because," "that," etc., were introduced. The tenses did not offer any great difficulties, although occasionally past and present became mixed. The questions were addressed to her sometimes by raised letters for the blind, and at other times by spelling on the hand, and the sentences were used in short descriptions. For instance, the *apple:* This is an apple. The apple is round.

The apple has a peel. The apple has a stem. I eat the apple. The apple tastes good, etc. Later came short stories. These Hertha preferred decidedly to mere descriptions; and she would be all attention. These stories were often taken from the Bible, and thus also served to waken her religious ideas. These stories were of course given in the simplest form. For instance, Dives and Lazarus: A man was rich. He had fine clothes. He ate nice food. Many people came to his house. They ate and drank and were merry. One man was poor. His name was Lazarus. Lazarus was sick, etc. How desirable it is to use in this instruction some tangible object is shown by the following. The teacher made Hertha touch a crucifix and said: "They drove the nails through his hands," when Hertha immediately added: "and also through his feet."

And now the entire result? To begin with external but none the less important matters: Hertha shows an astonishing skill in needlework. She embroiders from designs made by herself. She knits stockings and infants' jackets without any aid. She hems handkerchiefs in the neatest possible way. All her work is distinguished by neatness and accuracy. It is hardly necessary to state that she knows how to dress and undress and help herself in many acts of everyday life.

Her speech by the finger-alphabet, signs, writing, and sounds is such as to allow strangers to communicate with her with some slight difficulty, but her daily companions with the greatest ease.

Her mental life must, within certain limits, be termed a richly developed one. She has a very decided and finely organized character. She is not without humor, and readily enters upon a little joke. In her childlike way she likes to speak of her future. At the request of the teacher, she wrote, relative to this matter: "I shall leave here some day. I will have five rooms and a kitchen. I shall buy flowers and put them on the table. I shall keep four girls. They are good girls. I shall give them candy and cake, etc." She prefers to talk when you take hold of both her hands. Then she has the feeling that her words will more readily reach the other person. She willingly subjects her views to the superior knowledge of others.

During the five years that Hertha has received methodical instruction, extraordinary results have been reached. But her education is not yet complete; and even when it will be such to a relative degree, she will always have more or less to look to the aid of others. Nowhere will she be better cared for than in the Oberlin Home at Nowawes; nowhere else will she even in later years find a more suitable sphere of activity.—[Jahrbuch der Krüppelfürsorge, Hamburg, 1900.]

WORLD BENEFACTIONS OF ALEXANDER GRAHAM BELL.

In 1876, Alexander Graham Bell gave the world the electric-speaking telephone, an invention that has attracted more attention, that has revolutionized and enriched commercial, social, industrial, and scientific methods, that has broadened the horizon of human usefulness and activity, that has enlarged the area of restful human comfort, and that has vanquished time and eliminated distance more completely than all the other fruits of inventive genius in all times.

Yet greater benefits has he also conferred upon mankind. For it was Alexander Graham Bell who showed the world how fallacious is the theory that speech is not for the dumb and language not for the deaf; who portrayed the folly in developing a deaf variety of the human race; who has shown the commonwealths the economic, the moral, and the social advantages that follow the education of the deaf in day-schools like ordinary children, and who for years has earnestly striven to make it possible for every deaf child to be taught speech and speech-reading, and to grow familiar with the best books in its native language. No romance ever written details more marvelous accomplishments of the seemingly impossible, or a greater number of modern miracles than are found in the voluminous records that tell of the immeasurable benefits that the deaf and the dumb are deriving from the intelligent, systematic efforts Dr. Bell has put forth in their behalf. For he has given the subject of the education and the welfare of the deaf and dumb more study than any other living man, and the magnificent results of his unselfish and gratuitous labors will be manifested in ever-increasing magnitude as generations come and go.

The invention of the telephone brought Alexander Graham Bell a bride and a fortune, and the bride finds pleasure in helping the inventor spend the fortune in the promotion of speech-teaching to the deaf. Here are some of the ways in which the money is being spent: During four years he maintained at his own cost a private experimental school in Washington, wherein practical work could be carried on in developing new and better

methods of teaching very young deaf children. In 1883 he delivered an address before the Philosophical Society of Washington on fallacies concerning the dumbness and the intelligence of deaf children, the teaching of deaf children to speak, and the belief that a gesture language is the only form of language that is natural to the deaf and in which a congenitally deaf child can think. That same year he went before the National Academy of Sciences and read a paper in which he portrayed the serious danger that threatened the human family through the formation of a deaf variety of the human race and clearly traced the principal cause of this danger to the use of the sign language, a method of communication that naturally tends to isolate its users from general society and causes them to flock by themselves and to intermarry. The following year he went before the National Educational Association and proposed a radical departure in the education of the deaf and dumb; that instead of deaf children being sent to institutions they should "live at home and receive their education at a day-school like ordinary children; in all centers of population the boards of education should establish day-schools for the deaf and classes for deaf children in our public schools." He earnestly urged the abolition of the sign-language, that terrible barrier to the acquisition of the English language by the deaf and the main cause of the segregation and intermarriage of deaf mutes. A few months later he addressed the law makers of Wisconsin in behalf of a bill providing for the establishment of public day-schools for the deaf as a part of the public school system. So convincing and unanswerable were his arguments that the bill was passed, and thus to Wisconsin belongs the honor of being the first State to adopt a humanitarian method now common in several Western States. Incidentally it may be added that fifteen years' experience has since shown Wisconsin that deaf children can be better educated in day-schools than in institutions, and at one-half the cost. Dr. Bell also aided in the establishment of day-schools for the deaf in Michigan, in Illinois, and in Ohio. He assisted Miss Fuller in the formation of "Parents' Associations," to aid in promoting the education and welfare of deaf children and to bring together teachers and parents for united effective work. He believes that there is

"scarcely any limit to the improvement of the perceptive sense by education."

By request, Dr. Bell addressed the committee on appropriations of the House of Representatives, at Washington, in 1885, and clearly proved his contention that any increase in number of deaf teachers of the deaf would work injury to the cause of articulation teaching, for the reason that deaf persons cannot teach articulation to the deaf or to anybody, no matter how competent they may be mentally. Then he has urged upon our National government the importance of a thorough study of the mechanism of speech in the public schools, especially in states having large foreign population, claiming that "if we want to preserve the purity of the English tongue in America, we must teach speech to the pupils in the public schools, and that means that we must teach the mechanism of speech to teachers."

In 1888, Dr. Bell received a special invitation to appear before the Royal Commission of the United Kingdom, which inquired into the best methods of caring for and educating deaf mutes, and there showed the necessity and the justice of making it possible for every deaf child to be taught speech and speech-reading from the lips of the speaker for the benefit of the race, if not for the individual. He urged the importance of reading, abundance of reading, in the earlier stages of education, as a means of supplementing and reinforcing the instruction of the deaf in language teaching. His testimony covers more than 60 large octavo pages, and, in addition thereto, he gathered a large amount of statistics, facts, and opinions relating to the welfare, the care, and the education of the deaf in America, which he presented to the Royal Commission.

In 1890, Dr. Bell urged the friends of speech-teaching to form an association to the end that unity of interest and of purpose might bring intelligent co-operation and cordial recognition, as well as stimulate to higher achievements. Following his suggestion, the American Association to Promote the Teaching of Speech to the Deaf was organized, and a few months later Dr. Bell gave to it the sum of $25,000 to be used in furthering its work, and he has delivered many lectures before the Association valuable to teachers of articulation. Then he aided in founding

THE ASSOCIATION REVIEW, and is contributing to its pages his invaluable "Historical Notes" concerning the teaching of speech to the deaf, notes that embrace the results of careful, intelligent research through the records of 300 years. In 1898, he assisted Dr. Fay in collecting the statistics and publishing his volume, giving the results of the marriage of 7,277 deaf persons. This very costly, but practical work, was undertaken with the philanthropic purpose of rightly guiding those among the deaf contemplating marriage, and who sought advice regarding the probability of the deafness of a parent reappearing in the offspring. One of the conclusions is that "the marriage of a deaf person to a hearing person with deaf relatives is much more hazardous than the intermarriage of deaf persons without deaf relatives." Dr. Bell also assisted Dr. Fay in gathering the data and publishing "The Histories of the American Schools for the Deaf," a three-volume standard work that will serve for all time to show what was done in America to mitigate the condition of deaf mutes during the years 1817 to 1898. Two other valuable publications issued by suggestion of and at the expense of Dr. Bell, are the Helen Keller souvenirs.

For thirty years Dr. Bell has urged the importance of gathering accurate statistics regarding the deaf, and especially in regard to speech-teaching, and has often explained the value of correct data and the expensive uselessness of incorrect or incomplete records. Thus the American Association naturally prevailed upon Alexander Graham Bell to accept the chairmanship of a committee instructed to urge Congress to empower the Director of the Census to collect statistics relating to all of the deaf, dumb, and blind, and not to be limited to pupils in institutions. The co-operation of the Director of the Census was quickly won, and, on being shown the importance of statistics covering all the deaf in the country, the House of Representatives favorably responded. But the Senate only acquiesced after unceasing efforts on Dr. Bell's part. Then the Government appointed Dr. Bell a special agent of the Census Bureau for collecting statistics relating to the deaf. And while he has, or will receive, the daily stipend allowed to special agents, it is the only remuneration he has received for nearly 30 years' incessant service in behalf of the deaf, and in whose behalf he has expended, in one way and another, several hundred thousands of dollars.

In 1900, Dr. Bell was the official delegate of the United States Government to the International Congress for the Study of Questions Relating to the Education and Assistance of Deaf Mutes, held in Paris. He was also the Government delegate to the International Congress of Charities and Benevolence.

In 1902, as chairman of the department of special education at the Minneapolis meeting of the National Educational Association, Dr. Bell, in stating that this department originated with the teachers of the deaf, and that its basal idea is the interchanging of thoughts and plans between specialists and ordinary teachers, said that "it used to be that schools for the deaf were shut off from all affiliation with other schools, but now we are graduating our pupils into the public schools. Columbia College has the distinction of having graduated the first congenital deaf student. And now, at the last commencement, Harvard University graduates three deaf men."

France awarded the Volta prize of 50,000 francs to Dr. Bell for his invention of the telephone, and he used this sum in founding, in Washington, D. C., an institution "for the increase and diffusion of knowledge relating to the deaf," which he christened the Volta Bureau. It occupies a handsome fire-proof structure, erected in 1894, at an outlay of $50,000, and as the contents of the building represent a similar outlay on Dr. Bell's part, the advantages that the deaf, and especially the instructors of the deaf, will gain from the researches promoted by the Volta Bureau are incalculable. Since 1890, the work of the Institution has been in charge of Hon. John Hitz, formerly Consul General from Switzerland, who superintends the impartial gathering, compiling, and disseminating of serviceable information concerning deaf individuals and families in all countries, to the end that authentic information may be available that will afford to all nations a better knowledge of the causes that lead to deaf-mutism. Since its organization, the Volta Bureau has gratuitously distributed more than 20,000 books, pamphlets, circulars, and charts among teachers and specialists interested in the education and welfare of the deaf located in all parts of the world.

Lack of space will not permit of even the briefest mention of the assistance Alexander Graham Bell has rendered to hundreds of sorely afflicted individuals. But one well-known case may be taken as a type of the helpful service he is so freely giving. In 1886, he advised the father of Helen A. Keller to take the action that led to the selection of Miss Sullivan as Helen's teacher. She has told how Dr. Chisholm sent her father to Alexander Graham Bell, and how tenderly and sympathetically Dr. Bell received her. "He understood my signs and I knew it, and loved him at once. But I did not dream that that interview would be the door through which I should pass from darkness into light, from isolation to friendship, companionship, knowledge, love."—[Fred De Land in the Pittsburgh Leader.]

REORGANIZATION OF THE EDUCATION OF THE DEAF IN FRANCE.

The education of the deaf in France is to a very large extent in the hand of religious orders. Owing to the defective preparation of the teachers—special certificates of competency are required only of directors, both male and female—and the lack of proper grading, the results in the private institutions are not very great. A thorough reorganization of the French system of education of the deaf has, therefore, been urged repeatedly by different classes of men (teachers of the deaf, deputies and senators, ministerial counsellors, etc.)

Since the religious orders in France have been dissolved, the establishment of secular institutions for the deaf has become an absolute necessity. Mr. I. Hugentobler, the founder and director of the institution for the deaf and blind at Lyon-Villeurbanne, has been commissioned by the Minister of the Interior to pass an opinion on the scheme elaborated by the government, and to prepare a detailed scheme for the new institutions for the deaf to be founded in the near future. Mr. Hugentobler has published his propositions in a pamphlet entitled, "District Schools for the Deaf and Blind." We give, in the following, extracts from those portions only which relate to the deaf.

To furnish the necessary teachers for the institutions, the Government proposed to establish normal schools in connection with the existing government institutions at Paris and Bordeaux. Mr. Hugentobler strongly disapproves of this plan, and proposes, instead, that future teachers of the deaf must first pass the examination for service in the higher or public schools, and then prepare themselves for their duties as teachers of the deaf by a thorough theoretical and practical course, comprising two years, at either of the two government institutions at Paris or Bordeaux. The force of teachers is, therefore, to be supplied by the system of public instruction. All questions relating to instruction are in future to be settled by the Ministry of Public Instruction, whilst the external affairs of the institutions are to remain in charge of the Ministry of the Interior. Mr. Hugentobler hopes that by placing all matters relating to instruction in the hands of the Ministry of Public Instruction, there will result greater uniformity of the force of teachers and that thereby their intellectual and pedagogical preparation will be furthered. Another

advantage is this that persons who are not suited for the difficult duties of a teacher of the deaf, are offered a chance to return to service in the common schools.

Mr. Hugentobler recommends that a higher institution, similar to the Deaf-Mute College at Washington, should be established in connection with each of the two government Institutions for the deaf, in which the elite of the deaf from all the Institutions of the French Republic could receive a higher education. He goes on to say: "By this expansion of instruction the old Government Institutions will renew their youth; they will receive a new impetus, and henceforth became centers of all the teachers of the deaf not only of Europe but of the entire world, for these institutions would possess a complete and perfect organization and would justly serve as models for other nations." The Government school at Chambéry, Savoy, should have connected therewith an agricultural school for the deaf.

The plan elaborated by the Government provides for eighteen institutions to be uniformly distributed throughout the country, making use to some extent of the existing private institutions. Mr. Hugentobler, however, is of opinion that, in addition to the three Government institutions (Paris, Bordeaux, Chambéry) twelve new institutions would meet all needs. The following cities have been proposed for institutions for the deaf, and the average number of pupils for each given as follows: Lille, 263 pupils; Nancy, 136; Rouen, 174; Orleans, 174; Nantes, 368; Poitiers, 174; Toulouse, 257; Marseilles, 167; Clermont-Ferrand, 251; Privas, 151; Lyon, 301; Besancon, 89. In addition to these, there would be Paris, 263 pupils; Bordeaux, at present 220 pupils, and in future 907; Chambéry, 124; and Asniéres, 200. Whilst in the present institutions the deaf receive also instruction in various trades, the proposed institutions are to give only a school-education. Mr. Hugentobler considers it preferable that education in various trades should be imparted not in an institution, but by some practical tradesman or mechanic, as it is not only cheaper but also more advantageous for the deaf. A practical tradesman or mechanic is forced by competition to take advantage of every innovation in his particular branch of industry, and to change his tools so as to adapt them to new methods of work. Moreover, in following this plan, the deaf will be in constant contact with hearing persons, i. e., with persons with whom he will have to have intercourse all through his life, and whose company will certainly be beneficial to him. During the course at school there are to be only preparatory exercises in industrial work, so as to accustom hands and eyes to the work in a real work shop.

The future institutions of France are, like the present ones, to be exclusively boarding institutions. From the fifth to the seventh year boys and girls are to be instructed in common, in mother schools. From the seventh year boys and girls are instructed in separate classes. Each class is not to have more than ten to twelve pupils.

At the end of the pamphlet Director Hugentobler gives a detailed estimate of the expenses of a normal institution for 250 pupils. We give the principal items:

Director: free lodging, heat and light, and 4,000 to 6,000 francs (the franc equals 19.3 cents); he to be no specialist as regards the education of the deaf, but simply the business manager of the institution.

Boys' School: 1 Director of instruction: 3,600 francs; 1 teacher: 2,800; 1 teacher: 2,400; 1 assistant teacher: 2,100; 1 assistant teacher: 1,800; 4 teachers whose only duty it is to superintend the boys outside of recitation hours: 1,000 francs each.

Girls' School: 1 Directress: (9 free lodging, heat, and light,) and 3,000 francs; 1 teacher: 2,400; 1 teacher: 2,000; 1 assistant teacher: 1,800; 1 assistant teacher: 1,600; 4 lady teachers whose only duty it is to superintend the girls outside of recitation hours: 900 francs each.

Mothers' School: 1 Directress: 2,000 francs; 2 ladies for superintendence: free station and 900 francs each.

Adding to this a number of other items, the estimate per annum is 132,500 francs ($25,572.50).—[Blätter für Taubstummenbildung.]

THE INSTITUTION PRESS.

SEPARATE THE TWO DEPARTMENTS.

A paragraph from the pen of Superintendent F. B. Yates, of the Little Rock, Arkansas, School, in itself a statement of a truth that has met with very general acceptance and commendation, is taken for a text and discussed by Principal J. W. Blattner, in the Texas School paper, The Lone Star. The paragraph and the discussion follow :

"*Practice, practice* is all important. Speech pupils do not get the practice they so much need, in a school regulated as ours now is. They can not get it; they never will get it until they are placed in a separate and distinct department of their own and there encouraged to *talk, talk, talk* from morning until night."

Our friend Yates hits the nail on the head. We have been of a similar opinion for some years. As long as the atmosphere our oral pupils move in is manual, their speech will be little more than a name. Out of the class-room they talk in signs, and even in class they will use signs except when they address the teacher or speech is required of them in some formal work. They think in signs constantly, and when required to use speech they undergo a process of translation. We declare, advisedly and without fear of successful contradiction, that wherever the conditions are as stated above, efforts to impart practical speech to children deaf from infancy are, with an isolated exception here and there, wellnigh a failure. The logic of the situation as well as the facts sustain the assertion. As Lincoln declared that the country could not exist half free and half slave, so we hold that our schools cannot continue half oral and half manual. The sooner we as educators of the deaf come to realize this, lay aside reverence for time-honored conditions, undue conservatism, or possible prejudice, and look the situation squarely in the face. the better. There are those not actuated by any professional sentiment or bound by certain confirmed modes of thought upon the subject, who will seek what they regard the highest good of the deaf. From their standpoint this highest good consists in mental and moral development plus a working command of speech. They find that such a result is being attained in certain quarters, whether the experiment is sufficiently comprehensive or not, and they conclude that similar results can be secured universally. The influences that arise from such a presumption are growing; they are having their effect upon parents of the deaf throughout our country. The leaven is at work; coming events cast their shadows be-

fore. The demand from parents for speech, and practical speech, for their children will come stronger as the years pass, and we shall have to meet that demand. We cannot meet it with the declaration that speech for the great majority of the deaf is a failure, or that it is secured at the expense of mental development. The latter claim has been discredited and the former is not proven. Our stock argument against pure oral schools for years has been that they fail to teach some pupils and that combined-system schools must take over their failures. Granted that this is true, the practice but serves to render the fact less tangible and to confirm the belief on the part of the uninitiated that all deaf children can be taught to speak and read the lips. An oral school is witnessed, to all intents and purposes, fulfilling its mission—affording its pupils the boon of speech and giving them a good education. The fact stands forth conspicuous as a rounded whole; it appeals to the popular mind and nothing further is desired. The failures, if such there be, are taken care of by the other party and do not figure in the public estimate. Such a hypothetical case is possible even where there is no intent to deceive on the part of the oral school.

What will be the outcome? If we blindly adhere to tradition and obstinately decline to change front on this proposition, public opinion will eventually compel us to go further than the best interests of all concerned would permit and adopt the oral method in toto. What are we going to do about it? Prepare for the inevitable. The combined system, as at present generally practised in this country, needs to be revised, and it should be revised by its friends. From the viewpoint of speech-teaching its success has not been demonstrated. Indeed a large and growing element regard it, in that respect, a flat failure. They call it a misnomer and say that in reality it is manual, not combined. Candor compels us to admit that they are dangerously near the truth. A true combined system is one in which the purposes indicated by its name are attained. What are those purposes? Speech for those capable of acquiring it and an English education for all. The former will never be adequately realized until the deaf child is surrounded by an atmosphere of spoken language. He must live in it, think in it, express himself in it constantly. This is pretty strong language from an advocate of the combined system, one who does not believe that all deaf children can be given practical speech. But it is the truth. The only course, in our opinion, that remains for the so-called combined-system schools is absolutely to separate the two departments. They will then be in position to give the oral method a fair, honest, consistent trial, allowing it to grow to the extent that it fulfills its mission, and no further. Those deaf children who, upon trial, are found capable of acquiring practical speech, whether the per cent. be fifty, sixty, or more, can be continued under oral instruction and the rest transferred to the manual department. True, such a change could not be brought about at once in all schools. The expense for a

separate plant would be great, and unless considerable additional room were otherwise needed, it might be difficult to secure the funds. But the matter should be kept in view, and when in the course of events the demand for increased capacity justified the expense, the departure should be taken. There are three State schools that in a few years will have new plants. It behooves them to consider this question in all seriousness.

DEGENERACY OF THE SIGN-LANGUAGE.

For many years, in the schools for the deaf, there has been a strong tendency to do away with the use of the sign-language. This tendency is so marked and so well-nigh universal that it is no longer possible to argue that it does not represent the best and most advanced thought among instructors of the deaf. One of the results is a dengeneracy of the language itself. It is losing in many ways—in its beauty, its force, its scope, and its clearness. To those who know the wonderful effectiveness of the sign-language, and know further that its use among the deaf will continue for many, many years to come, this loss is deeply deplored. And yet it is not to be prevented unless a return is made to the old system of teaching signs as well as by signs. We doubt if this will ever be done, and therefore the sign-language is doomed. It will survive as a means of conveying thought by gesture, but as a perfect ideographic language it is rapidly passing.

The sign-language in its original form was the first language that was ever made. All the others grew. It also occupies the unique distinction of being the only language so made which has lived and come into wide-spread use. Although it is to-day filled with purely arbitrary signs, a careful student can find in many of them the thought which led to their adoption, as most of them are merely degenerated offshoots of what were once purely logical signs. The language in the beginning expressed concrete things, thoughts, emotions, and actions by gestures and facial changes which really expressed the things they were to represent. They were largely pantomimic, but went beyond mere pantomimic. It has been said that they went to the root of the words they were to represent, but they went even deeper, to the very idea for which the word had become a sign. In a true sign-language there could be no word-sign, since the sign for the thing had a better reason for being than the word which was accepted for its aural symbol. Except for the comparatively few onomatopoetic words, almost any word would fit any idea quite as well as the one which does. This is not so with manual signs, and every one which is arbitrarily adopted or allowed to develop through careless making of the original sign makes the language less definite and less intelligible.

The sign-language is becoming a conventionalized language. The reasons for the signs are being lost. The signs are becoming shortened;

where two motions were once used to represent a thought, one is now made to represent a word. Instead of a full and definite presentation of an idea, we now have in practice a shortened, ineffective motion which conveys no thought unless its purely arbitrary meaning has been learned. New signs for things are introduced, merely from the love of innovation, Slang signs receive recognition and are perpetuated. Signs are incorrectly and carelessly made until their original form is forgotten. The result is the development of a language of arbitrary motions which are meaningless unless the connection has been learned between the idea which each sign is made to represent and the sign itself.

It is an easy matter to prove that what we have said of the degeneracy of the sign-language is true. One has only to compare the clear, intelligible and always graceful signs of the older generation with the half-made, jerky, and often incomprehensible signs of the generations which are arising. One need only ask the reason for signs being made as they are, to find a widespread ignorance in the matter. Ask teachers who have come into the work in recent years and who have simply "picked up" the signs. Ask the older pupils, who might be expected to know. The ignorance to be found is well expressed in a remark made by a teacher of whom we once asked the reason for certain signs. The answer was, "I did not suppose there was any special reason. I thought they were just made that way."

We are inclined to the belief that much of the objection to the sign-language has developed because the language itself has not remained pure and undefiled. Without a doubt, clear and well-made signs are of educational value—as much so as a dictionary. But a blithering hodge-podge of wild gyrations is to be condemned utterly.

The sign-language will never regain or retain its purity and its excellence unless it is studied. Will it ever be taught again in a school for the deaf? We doubt it. Our prediction is that the sign-language is doomed.—Editorial in the Silent Hoosier (Ind.)

LIP READING CONTESTS.

We have had four lip-reading contests since January. Miss Austin's class won the banner twice, the first time with a class average of 98 per cent. on forty sentences, and the second time with an average of 100 per cent. on forty sentences. Having won twice in succession, this class dropped out of the contest, and the banner then went to Miss Howchin's class. In the fourth contest, which took place last Friday, Miss Brabyn's class won with an average of 98½ per cent.

It is interesting to note that in the first contest Miss Shortle's third grade stood 85 per cent. on fifteen phrases, Miss Brabyn's fourth grade 90 per cent. on fifteen sentences, Miss Beagle's fourth grade 87 per cent.

on twenty sentences, Miss Forrest's fifth grade 83 per cent. on fifteen sentences, and Miss Howchin's fifth grade 94 on twenty-five sentences.

In the last contest covering the same length of time Miss Shortle's class stood 98⅛ per cent. on sixteen sentences, a gain of 13 per cent.; Miss Brabyn's class 98½ per cent. on twenty-six sentences, a gain of 8; Miss Beagle's class 98¼ per cent. on twenty sentences, a gain of 11; Miss Forrest's class 90 2-3 per cent. on twenty-five sentences, a gain of 7; Miss Howchin's class 98⅜ per cent. on twenty sentences, a gain of 4.

Each class has improved in standing, and two classes were able to increase the work 66 2-3 per cent. This is just as much of an honor as it would be to win the banner.—Michigan Mirror.

Even long years of practice will not make a totally deaf pupil articulate perfectly, so that when they try to read the imperfect speech of other deaf their task is well nigh impossible. A fair trial was given the oral method in a number of schools. When these oral graduates were sent out into the world with a fair ability to read the lips and articulate, they had a chance to prove that the oral method made the deaf happier. But the result was disastrous. Unable to communicate readily with hearing people, and finding it almost impossible to communicate with other deaf, these orally educated deaf were isolated, became moody and discontented. —Des Moines (Iowa) Register and Leader.

"Weighed in the balance and found wanting?" I would like to know when and where the results of this "fair trial" were shown. I know that oral graduates stand as high as any other class of deaf people and they converse with hearing people (by speech or writing) quite as much as other graduates of schools for the deaf.

Of course the deaf do not "articulate perfectly." I do not believe that any one would for an instant claim that they could. Even the speech of hearing persons is seldom perfect. The most accurate speech is often not the most intelligible, but large numbers of oral pupils have command of simple intelligible language, sufficient for them to converse with their relatives and intimate friends and be understood. We know this to be true, for we have investigated the matter frequently and the testimony of pupils and parents confirms the statement that speech for the deaf is a fact and the English language becomes their vernacular. Depending upon it and going to it for all their knowledge, they become as much at home with books and newspapers as any class of people. It is not at all probable that the first efforts by schools to teach orally were successful as they are to-day. Improvement along that line is as marked as a long any other.

I do know, however, that deaf oral pupils have been as successful at speech as deaf manual pupils at handling the English language by writing.

But our work has improved and our standards have changed so that the successes of a few years ago have become the failures of to-day.

The growth of the oral method is based upon the real success that has attended the use of this method, and upon nothing else.

The method that best educates the deaf is the best method, and the oral method educates besides giving the priceless advantage of speech and speech reading.

Nearly all the deaf, whether educated orally or manually, will be "isolated" in their association with each other. They come from all parts of the country; from the small towns and from remote districts; their lives must be spent among hearing people, and they will see little of each other. If they are "moody and discontented" it is a fault of disposition and not the fault of the method of their instruction.

There are just as many moody and discontented deaf among the sign taught deaf as among the orally taught. Of course the deaf enjoy associating with each other where it is possible, as in a few of the larger cities, where there are a number in one place, but that is a dull one indeed that could not pick up the sign language in a short time and thus be able to communicate with those who have not been taught orally. In fact, the sign language is never taught in schools; the deaf learn it in a short time by seeing it used by others.—E. G. H. in the Deaf Carolinian (N. C.)

I, Zeno, have these many years pondered over deaf-mute matters, for I myself am a deaf-mute.

I desire now and for all time to declare that I am against the word "Combined."

"Combined" is weakness, in that it scatters.

It is diffusion; "oral' is directness.

It is a bundle of any old things; "oral" is unpadded.

It stands on legs of unequal lengths and varying strengths; "oral" is a spike driven straight in the ground.

It is birdshot that hits but brings in small game; "oral" is a bullet that kills the public.

It is a medley of infantry, cavalry, sappers, engineers; "oral" is a stalking man-hunter that nightly brings in scalps at its belt.

It is the cowardice of a mob; "oral," the cunning of a single-minded man.

"Combined" includes oralism, a fatal admission and a source of debility. It becomes the derision of the enemy.

It pats oralism on the head on one side and publicly condemns it on the other.

I would henceforth lift my voice for the word "Manual." I would henceforth drag in no Greek wooden horse, but push the "manual" into the arena in its resplendent nakedness unclogged by issues advantageous to its enemies.

The oral system uses signs. I have seen it done so, and you have seen it. In a sign school we can use oralism if we want to, over the door we will nail the word "Manual." It ought to acknowledge no weakness by needing props or appendages to its name; we can say to the public with splendid inflexibility: "The sign language is our language. What are you going to do about it?"

We are acting too much lately as if we are ashamed of the sign language. If there is any old fogy left somewhere in a corner of the country, who still babbles of the manual system and would have none of the latter day word "Combined," I want to shake hands with him and tell him that I am his friend.—Zeno (Douglas Tilden) in the Deaf Mutes Journal (N. Y.)

It seems unreal that at the fifth convention of American Instructors of the Deaf held at Jacksonville, Ill., 1858, the matter of preparing a dictionary of signs was brought up for serious discussion. What standing would such a proposition have now-a-days? It can be doubted if there are any outside of the deaf themselves who would care to accept the responsibility of asking for its consideration by teachers of to-day. The harmfulness of signs in schools for the deaf is becoming more fully appreciated. Their use prevents practice in English. Dr. E. M. Gallaudet has said: "They (deaf children) learn to read the language—learn to read English, but they do not enjoy it overmuch. When we go into a company of deaf-mutes, we find them almost invariably using signs. We know by experience that signs do not express those exact and beautiful divisions of thought that are expressed by language. The deaf and dumb, without themselves knowing it, lose a great deal of the apprehensions of what ideas pass from mind to mind. When we come down to nice distinctions of thought, the sign language, we know, is not sufficient, and we should not flatter the deaf and dumb into thinking that it is. In order to rise to that high appreciation of thought which is attained by men possessing all their faculties, they must possess language." Mr. Benjamin Talbot, of the Ohio Institution, has added, "I know that sign-making is the easiest—it is the *laziest* process, and that is the reason why we follow it; but if we do our whole duty to the deaf-mute we must as soon as possible, get him out of the habitual use of signs, and as soon as possible get him into the constant practice of words put together in sentences; I do not care how short they are—in fact, the fewer words in a sentence the better for a deaf-mute until you can get him into the ready and habitual use of the simpler forms or expression." Let us be reasonable and give the deaf children a fair chance to learn English.—The Mentor (N. Y.)

We are trying to be reasonable down this way.—Florida School Herald.

BOOKS, PERIODICALS, AND REPORTS.

GLIMPSES OF ENGLISH HISTORY, Vol. 1. By C. E. D. Printed by the Pennsylvania Institution for the Deaf and Dumb.

This book is worthy of a wider circulation than it will have under the circumstances of its publication. It was written by Mr. Charles E. Dana, a Director of the Mt. Airy School, who has frequently instructed and entertained the teachers and pupils of the Institution with lectures upon Literature, History, and Art. It first appeared as a series of articles in the Mt. Airy World, the school paper, and proved so interesting and helpful to the older pupils that it has been reprinted in this permanent form.

Mr. Dana is both a scholar and an artist and the book bears testimony to his ability in both capacities. Beginning with the arrival of the Normans in England, he favors the reader with a series of most entertaing glimpses into the reigns of the successive rulers down to the time of Henry V. The treatment of his subject is always original, and many of the facts are such as do not ordinarily appear in histories for young people, while others, from the side lights cast upon them, take on a new meaning or value to older readers. The language is simple and the style familiar, but there is none of the emasculation of thought, feebleness of expression, and mannerism so common to books written down to children. The work is embellished with numerous photo-engravings, mostly from old prints of which the author owns a large collection, and in the reproduction by a skilled engraver the soft tones of the originals have been preserved, making them artistically attractive as well as valuable illustrations to the text. The chronological tables and the index, at the close of the volume, will be found very helpful to teacher and pupil.

Typographically, the book is probably the finest work as yet issued from the printing office of any institution for the deaf in this country. It is printed upon heavy paper with rough edges, and the illustrations are all inserts, printed upon plate paper. It contains 296 pages of text and 70 illustrations, and is strongly and attractively bound. A limited number of copies are for sale at one dollar each.

LA PAROLA, a new Italian periodical.

On the first of January, 1903, Professor Carissimo Trafeli, Rome, founded with the approval of the educational authorities of the government, at Rome, an articulation-institute (day-school), with the view to correct or cure the following defects of speech, both in children and adults: 1, stammering, i. e., a painful dwelling on the first consonants or vowels of a word or a phrase; 2, stuttering, i. e., repetition of one or more syllables; 3, defective pronunciation of certain sounds. With the view to extend the scope of the institution, Prof. Trafeli has added four new courses: 1st, for deaf-mute or aphasic persons; 2d, for speaking deaf graduates of any of the Italian institutions, to improve their pronouncia-

tion. 3d, for teachers having a somewhat defective pronunciation. 4th, for singers, to teach them respiratory gymnastics. So far, Prof. Trafeli's institution has proved a success. In connection therewith, he has begun the publication of a monthly periodical entitled, "La Parola," the first number of which appeared in January, 1905. This periodical is intended to aid and spread the teaching of speech, and to indicate the ways and means by which its defects can be cured; and articles will be published in this periodical, not only treating of instruction, but also of defects of speech viewed from a medical standpoint. This first number contains an article on speech and its defects by Prof. Ferreri, and one on hysterical stammering.

BIENNIAL REPORT of the Department of Public Instruction of the State of Wisconsin. 1904.

This report is of especial interest to educators of the Deaf as with the rest it covers the work of seventeen Day Schools for the Deaf, located in various cities of the state. The year ending June 30, 1904, showed an enrollment in these schools of 221 pupils, with 32 teachers giving instruction. The law requires special training of all teachers employed in the Day Schools, and from tables given we note that 27 of the 32 teachers hold Milwaukee Training School diplomas, the remaining five holding diplomas, one from the McCowan School, Chicago, one from the Detroit Training School, one from Gallaudet College, one from the W. Virginia State School, and one from a Manual Training School. The seventeen Day Schools, while constituting a part of the state public school system, under the authority of the State Superintendent of Public Instruction, Mr. C. P. Cary, are under the immediate control and supervision of an official known as the Inspector of Schools for the Deaf. This latter office is now filled by Miss Anna E. Schaffer. The following are brief extracts from Superintendent Cary's report:

"The oral method of teaching the deaf is employed, and the pupils are trained to read the speech of others by close observation, or, as the deaf say, 'Listening with the eyes.'

"The course of study prescribed for hearing children is followed in the deaf schools. It is their purpose to train the deaf child so that he may appear and act like the hearing child. As an aid in securing this result, the deaf schools are housed in the same building with the hearing; this affords the deaf daily association with hearing children, not only on the play-ground, but in the manual training classes and through exchange of visits in the school room.

"A compulsory education law governing the attendance of the deaf at some school is needed. It is believed that about seventy per cent. only of the deaf who are of school age, are now attending school. It frequently requires strenuous effort on the part of those interested to induce the parents to send the child to a school, and sometimes all efforts fail.

"City boards of education deserve much credit for their care of the deaf schools. They not only manage the business affairs but are frequent visitors. The fostering care and interest shown toward the Day Schools on the part of city superintendents and principals is much appreciated by the teachers and pupils, and contributes much toward the growth and stability of the school."

Interesting statistical tables covering various details of the work and management of the schools are published, among them the following table:

Location of day schools.	No. enrolled.	Av. No. of years attended.	No. of congenital deaf.	No. of pupils totally deaf.	No. of pupils who read lips readily.	No. of pupils who read books spontaneously.	No. of pupils who speak spontaneously.	Total No. having normal hearing.	Total No. below average intelligence.	Total No. who have had manual training.	No. of teachers.
Appleton	8	2.5	1	4	7	6	8	1	2	8	1
Ashland	12	3	.....	6	10	3	5	2	1	12	2
Black River Falls	10	3	3	6	7	6	8	1	1	10	1
Eau Claire	20	3.5	5	11	20	3	18	.....	.....	11	3
Fond du Lac	10	4	3	5	8	6	4	2	1	5	2
Green Bay	7	3	6	6	2	2	2	.....	1	3	1
La Crosse	7	4	1	.....	5	5	5	.....	1	6	1
Marinette	8	4.5	4	3	3	2	3	.....	2	8	1
Milwaukee	67	4.5	53	48	67	45	65	1	20	67	10
Neilsville	12	3	1	.....	6	1	1	.....	.....	11	2
Oshkosh	7	5	3	3	2	2	2	1	.....	2	1
Racine	13	2.7	.....	.....	4	3	5	.....	3	13	1
Rhinelander	5	1.3	.....	2	4	.....	2	.....	.....	.....	1
Sheboygan	9	3	2	6	5	2	2	.....	.....	9	2
Sparta	6	3.3	3	3	5	3	5	.....	.....	.....	1
Superior	13	3	2	6	10	10	10	1	1	9	2
Wausau	8	3	3	5	6	2	5	.....	.....	8	1
Totals	222	3.3	90	114	171	101	150	9	33	182	33

The work of the seventeen schools now covers eight grades of school work. A table is given showing the distribution of pupils over these eight grades and from it we compile the following:

Of the 221 pupils, 77 were in the 1st (lowest) grade; 41 in the second; 36 in the third; 29 in the fourth; 17 in the fifth; 7 in the sixth; 6 in the seventh; and 8 in the eighth.

STATISTIQUE DES SOURDS-MUETS en Hollande [Statistics of the Deaf in Holland]. By P. J. Fehmers, teacher at the Institution for the Deaf at Rotterdam. M. Wyt & Zonen. 1904. 8vo., pp. 32

These statistics relate (A) to the 787 pupils instructed in the Institution for the Deaf at Rotterdam under instruction during the first fifty years of its existence (1853-1903); and (B) to the 1977 deaf in Holland returned by the census of December 31, 1889, compared to the 1199 deaf returned by the census of December 1, 1869.

The several facts relating to the 787 pupils are shown in ten tables by averages and percentages. The children are treated by classes as: girls, boys; born totally deaf, born not totally deaf; became totally deaf after birth, became not totally deaf after birth—showing (Table II) the average age of the fathers at the births with each class, and of the mothers with each class; (Table III) the differences of age in years between the fathers and mothers, likewise in regard to the sex of the pupils, the congenital or adventitious deafness, and the degree of deafness; (Table IV) the age at which adventitious deafness occurred in regard to sex and the amount of deafness; (Table V) causes of deafness tabulated and reduced to percentages with regard to sex; (Table VI) the consanguinity between parents in regard to sex of pupils, congenital or adventitious deafness, the degree of deafness, and the religion; (Table VII) the congenital or adventitious deafness of the pupils in regard to their religion; (Table VIII) the sex of the pupils in regard to the congenital or adventitious deafness and the amount of deafness; (Table IX) the prevalence of deafness in the families from which the pupils come, in the several degrees of relationship, and with regard to religion: (Table X) the legitimate or illegitimate birth of the pupils, in regard to sex, and the congenital or adventitious deafness of the pupils.

The tables are all and severally interesting as showing the scope of the inquiry and to what details investigation and study extend among our foreign confreres. It is difficult, however, to see that the averages and percentages generally as determined demonstrate anything as fixed in law or principle and as related peculiarly to conditions of deafness. The fact shown for instance in Table II that the fathers of deaf children average in age from 2 to 4 years older than the mothers, merely coincides, as we may assume, with the universal rule; if it had been shown that the average excess of age was in favor of the mothers, contrary to the rule, the fact would then have had scientific interest and significance. However, many of the tables do show results suggesting the existence of underlying law, as for instance the one showing that, of children becoming deaf after birth and under 1 year of age, the majority are boys in the proportion of about 7 to 3 (69.6 per cent. boys, 30.4 per cent. girls), and of those becoming deaf between 1 and 2 years of age the proportion is still largely in favor of the boys (56.8 per cent. boys, 43.2 per cent. girls.) Another table shows that 47.9 per cent. of the boys (becoming deaf after birth), or nearly half, were made deaf by brain diseases, while 39.4 per cent. of the girls (becoming deaf after birth) were rendered deaf by such diseases. Of the 787 deaf children, 10.2 per cent. were born of consanguineous parents. There was a much larger proportion of related

parents among those of the Israelitish religion, than among those of either the Protestant or Catholic. Of parents who were Israelites, 21.7 per cent. were related; of parents who were Protestants, 10 per cent. were related; of parents who were Catholics, 4.6 per cent. were related. There were 60 families in which were more than a single deaf child, there being 139 pupils from these families. In 22.8 per cent. of these 60 families, the parents are related by blood. One of the 60 families had 5 deaf children, 4 families had 4 each, 8 had 3 each, and 47 had 2 each. Only one of the 787 pupils was born of deaf parents and he, in school now, has a younger sister deaf, and had another brother or sister deaf who is deceased.

THE FIFTIETH ANNIVERSARY of the Institution for the Deaf at Rotterdam, Netherlands, and Report of the Institution for 1903-1904. By A. G. Fehmers, Director.

On the 23d of May, 1853, this institution was opened in a modest little house, with but a few pupils. It was at the time considered a financial venture, as the contributions for its support were coming in slowly; but gradually the public in general, some prominent men, and the Government began to take an interest in the institution; the contributions from private individuals increased very considerably in the course of years, the central government granted an annual sum, as did the Provincial governments of South Holland and Zealand, and the city of Rotterdam. The institution has long since been established on a firm basis; and the best proof of its flourishing condition is found in the fact that at present the number of pupils is 150. It should be remembered that this institution was the first to introduce the oral method in the Netherlands, which is now officially recognized as the one to be followed in the Netherlands schools for the deaf.

REVUE GENERALE de l'enseignement des Sourds-muets. December, 1904.

Contents: "French by Pictures." Prof. Auguste Boyer of the National Institution for the Deaf at Paris has just published, under the above a title, a manual containing 600 engravings for the first teaching of oral and written language. The engravings are grouped in a rational order according to the analogy of ideas: parts of the body, clothes, articles of food, parts of the school or of the house, toys and games, merchants, mechanics, vegetables, members of the family, means of transportation and communication, army, police, etc. Whether by direct instruction or revision, this manual will allow of the following exercises, the revision exercises in the form of writing being, after an oral preparation, reserved for the hours when the pupil works alone and without any aid:

Association of the article with the picture representing it: A first exercise, especially useful for less intelligent pupils, will consist in showing the pupil a series of real articles and ask the young deaf to point out the corresponding pictures in the manual. This may be reversed by the teacher indicating the picture and the pupil pointing out the corresponding article.

Association of the picture with the name of the object: a. Show the pupil a picture and ask him to pronounce or write the name of the object represented. b. Dictate orally or write the name of an object and make the pupil point out the corresponding object.

Pronunciation: Let the pupil read aloud, under the supervision of the teacher, the names of the objects to be studied in the manual, so as

to avoid that the pupil, in learning their names by heart, becomes accustomed to a wrong pronunciation.

Exercise of memory: Learn by heart, then recite or write on a slate from memory an entire or partial series of names of objects.

Writing and orthography: Copy the names of objects already taught or indicated in advance. The names in the manual are given in current writing, and therefore constitute good copies for writing.

Dictation: The teacher holding the manual in his hand, dictates aloud a certain number of names of objects of one and the same category; the pupils read these names from the lips of the teacher, repeat them, and then write them in the copybook or on their slates.

Drawing: Young deaf children, like all children, like to draw. Especially on Sundays or holidays spent at the institution the pupils may reproduce, as best as they can, the pictures of the manual.

Generic names: The classification of the pictures in this manual, based on the analogy of objects, easily and without any special effort, leads the young deaf child to generic ideas; and without many explanations he will soon observe the common and most apparent characteristics of objects of the same category.

Description of a picture: In the third or fourth year the teacher may make excellent use of the pictures of this manual for frequent exercises in oral conversation, and little descriptions relative to the objects, the places where they are found, etc.

Exercises in invention: a. The young deaf may be exercised to compose freely, and without the aid of the teacher, little phrases based on one of the figures of the manual, e. g., "The horse draws the wagon;" "The donkey is not as strong as the horse;" "The cow gives us milk;" "The dog guards the house," etc.

Grammar: Some very simple exercises in practical grammar, relative to gender, number, etc., may be combined with the other exercises.

It may be well to add that Mr. Boyer's manual has been well received and highly recommended by the educational authorities of France.

L'EDUCAZIONE DEI SORDOMUTI; edited by G. Ferreri; Rome, February, March, 1905.

The contents of the February number are as follows: "A Statistical Joke," making the number of deaf, in the Italian census of 1901, twice as large as that given in the census of 1882. Prof. Ferreri shows in this article that there must be some serious mistake in the statistics of 1901. "Speaking Deaf equal to Hearing Persons," proving the vast importance of the speech method. "Invitation to the Meeting of Italian Teachers," to be held at Naples. "The Laws of Physiology and Psychology" regarding the formation of motions of the organs of speech and the teaching of the deaf. "The Manual Alphabet," arguments pro and con, its use. Bibliography; Various communications.

March: "The Institution for the Deaf at Rotterdam," by G. Ferreri. "Objections to the use of the Manual Alphabet," by G. Ferreri. Although recognizing the importance of the manual alphabet in certain cases, Prof. Ferreri insists that no too great concessions should be made to it in the elementary instruction of the deaf, in which the oral method alone should be employed in all its purity. "The number of pupils in a class," by Romito di Maggiate. The writer maintains that in many of the institutions for the Deaf the number of pupils is far too large; and lays down the rule that a teacher cannot efficiently teach, by the oral method, more than ten pupils. "The Laws of Physiology and Psychology in

their application to the Instruction of the Deaf" (continued). "From Rome to Naples," by C. Lazzerotti: Discussing the question which of the two cities would be preferable for a teachers' meeting. "By an excellent and opportune initiative," by F. Renzetti. Bibliography: New books; new pamphlets. Various information gathered from the periodical press. Annual Reports from Institutions. Various notices and comments.

CALL FOR THE ANNUAL MEETING OF THE ASSOCIATION.

To the Members of the American Association to Promote the Teaching of Speech to the Deaf:

The Fifteenth Annual Meeting of The American Association to Promote the Teaching of Speech to the Deaf will be held in New York City, at the Lexington Avenue School, on Saturday, May 27, 1905, at 10 o'clock A. M.

The special business will be the election of five Directors to serve three years in place of the retiring Directors whose terms expire in 1905, viz., Z. F. Westervelt, Sarah Fuller, E. A. Gruver, Mrs. W. B. Weeden, and E. McK. Goodwin.

The attention of members who wish to make nominations for Directors is called to Article V, Section 2, of the Constitution, which reads as follows: "Nominations for the office of Director shall be made in writing, and placed in the hands of both the President and the Secretary, at least one month prior to the date of election, and no person not so nominated shall be eligible to the office of Director."

No literary programme will be presented at this meeting, and only formal business matters, including reports of officers and committees, will be considered.

For further particulars address Dr. Z. F. Westervelt, Secretary, Rochester, N. Y.

(Signed), A. L. E. Crouter,
President of A. A. P. T. S. D.,
Mt. Airy, Philadelphia, Pa.

Z. F. Westervelt, Secretary,
School for the Deaf,
Rochester, N. Y.

EDITORIAL COMMENT.

THE ANNALS STATISTICS.

The American Annals of the Deaf for March, 1905, Vol. L, No. 2, pp. 182 to 200, gives its usual annual statistical tables relating to the pupils and teachers in American Schools for the Deaf reported on November 10, 1904.

The number of schools in the United States, including boarding, day, and private schools, was 133, an increase of 5 over the number reported a year ago. The increase was due to the additional day-schools instituted, there being 54 of this class of schools in 1903 and 59 in 1904.

An increase of 91 is shown in the number of pupils in school on November 10, the total for 1903 being 11,225, and for 1904, 11,316.

The number of pupils taught speech (Column A) was increased in the year by 119; the number taught wholly or chiefly by the oral method (Column B) was increased by 75; and the number taught wholly or chiefly by the auricular method (Column C) was increased by 54. The last two increases counted together give a total increase of 129 pupils taught wholly or chiefly by the oral and auricular methods.

The number of academic teachers increased from 1,065 in 1903, to 1,125 in 1904, an addition of 60. In view of the fact that the number of pupils increased only 91, this addition of 60 academic teachers in a year indicates a marked tendency to smaller classes in the schools. The number of articulation teachers increased in the year from 696 to 734, an addition of 38 which is an increase of 5. 6 per cent of teachers of this class. In 1903, there were 696 articulation teachers and 7,482 pupils taught speech, which gives an average of 10.75 pupils to a teacher. In 1904, there were 734 articulation teachers and 7,601 pupils taught speech, giving an average of 10.35 plus pupils to a teacher. a reduction of approximately .40, or nearly half of a pupil per teacher.

The following tables give the footings of the Annals tables for the years from 1893 to 1904 inclusive, with percentages computed from them. (See also tables published in the THE ASSOCIATION REVIEW, June, 1904, p. 265 and pp. 275 and 276.)

SCHOOLS FOR THE DEAF IN THE UNITED STATES.

Statistics from the *Annals.*

Year	Total Schools	Total Pupils	Number of pupils Taught Speech			Percentage of pupils Taught Speech		
			A	B	C	A	B	C
1893.....	79	8304	4485	2056	80	54.0%	24.7%	0.96%
1894.....	82	8825	4802	2260	109	54.4%	25.6%	1.24%
1895.....	89	9252	5084	2570	149	54.9%	27 7%	1.61%
1896.....	89	9554	5243	2752	166	54.9%	28.8%	1.71%
1897.....	95	9749	5498	3466	162	56.4%	35.6%	1.66%
1898.....	101	10139	5817	3672	116	57.4%	36.2%	1.14%
1899.....	112	10087	6237	4089	128	61.8%	40.5%	1.27%
1900.....	115	10608	6687	4538	108	63.0%	42 8%	1.02%
1901.....	118	11028	6988	5147	73	63.4%	46.7%	0.66%
1902.....	123	10952	7017	4888	63	64.1%	44.6%	0.58%
1903..... ...	128	11225	7482	5433	100	66.6%	48.4%	0.89%
1904.....	133	11316	7601	5508	154	67.2%	48.7%	1.36%

A, taught speech ; B, taught wholly or chiefly by the Oral Method; C taught wholly or chiefly by the Auricular Method.

INSTRUCTORS OF THE DEAF IN THE UNITED STATES.

Statistics from the *Annals.*

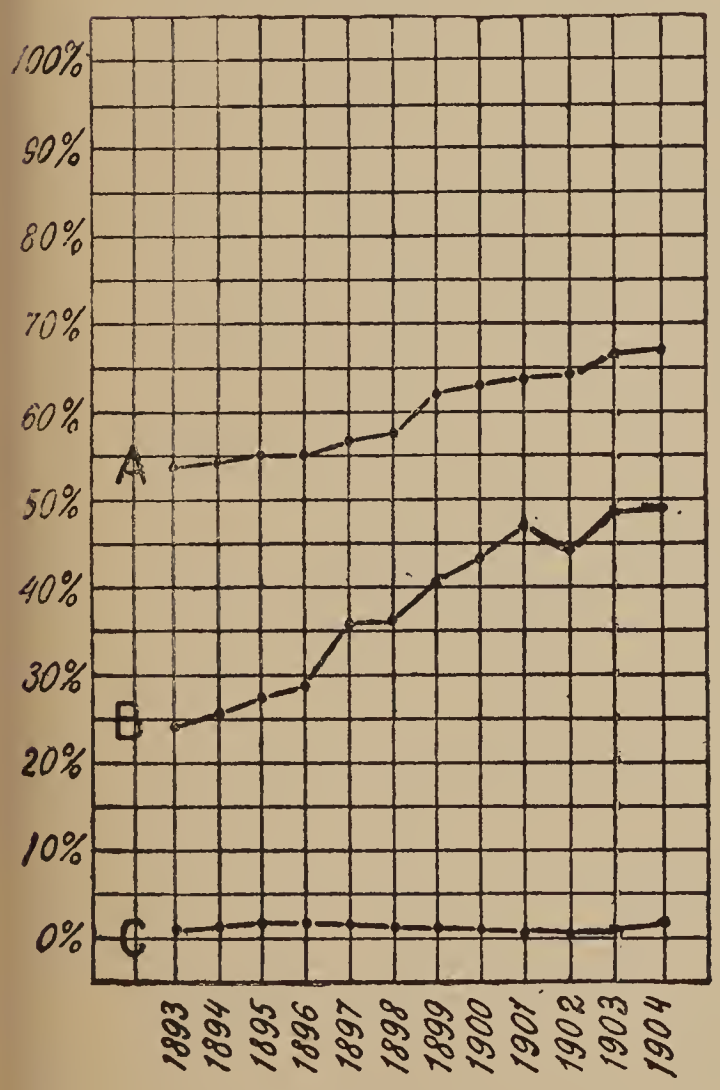
Year	Not including Industrial Teachers			Including Industrial Teachers		
	Total Teachers	Articulation Teachers		Total Teachers	Articulation Teachers	
		Number	Percentage		Number	Percentage
1893.....	765	331	43.3%	....	....	.....
1894.....	784	372	47.4%	....	....	.....
1895.....	835	397	47.5%	....	....	.....
1896..... ..	879	427	48.6%	....	....	.....
1897.....	928	487	52.5%	1188	487	40.0%
1898.....	949	530	55.8%	1253	530	42.3%
1899.....	986	561	56.9%	1309	561	42.9%
1900.....	1010	588	58.2%	1353	588	43.5%
1901.....	1027	641	62.4%	1385	641	46.3%
1902.....	1039	664	63.9%	1388	664	47.8%
1903.....	1065	696	65.4%	1438	696	48.4%
1904.....	1125	734	65.2%	1453	734	50 5%

Since the last report, eight new schools have been established, as follows: One at Fresno, Cal., in charge of Miss Maud N. Applegarth; one at Sacramento, Cal., in charge of Miss H. Ray Kribs; one at Derinda Centre, Ill., in charge of Miss Lena B. McNamar; one at Elgin, Ill., in charge of Miss Elizabeth Stephenson; one at Ishpeming, Mich., in charge of Miss Katherine Fritz; one at Kalamazoo, Mich., in charge of Miss Sanford; and one at Traverse City, Mich., in charge of Miss Caroline Shaw. Two schools, those at Rhinelander, Wis., and Dundee, Ill., have been discontinued.

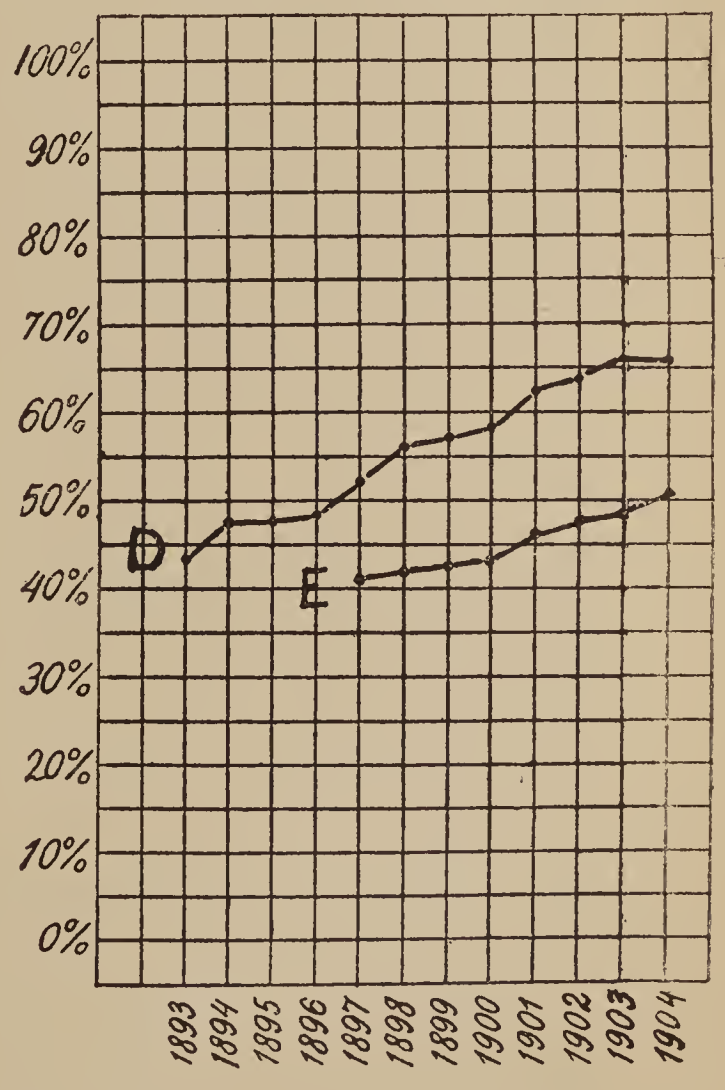
The foregoing tables are, in the direction and measure of the changes that they show, illustrated in the following diagrams:

SPEECH STATISTICS FROM THE ANNALS GRAPHICALLY SHOWN.

Percentage of Pupils Taught Speech.



Percentage of Academic Instructors who are Articulation Teachers.



Pupils (A) taught speech; (B) taught wholly or chiefly by the oral method; (C) taught wholly or chiefly by the auricular method; (D) not including industrial teachers; (E) including industrial teachers.

F. W. B.

TEACHERS AND SALARIES.

There has been much discussion in the school papers of some remarks made in response to a toast at the banquet of the Gallaudet Club, an organization of Deaf men of Philadelphia, on December 10th last. The address, as reported by the Philadelphia correspondent of the *Deaf Mutes Journal,* was as follows:

"Responding to 'The Intellectual Education of the Deaf,' Mr. S. G. Davidson said that while there has been in many directions great progress in the education of the Deaf since the time of Gallaudet, we have in none attained perfection, and in some there has even been retrogression. The material equipment of the schools is superior, their management is more systematic and business-like and methods are better, while teachers are held to a stricter accountability. But the most important factor of an education—the personality of the teacher—is being neglected. Fewer men teachers are coming into the work, and those of an inferior quality. It is also a question whether the women teachers coming into the profession grade up to those of a few years back. The public school authorities complain that with the new and more remunerative occupations opened to women, they can no longer get as well qualified teachers as when teaching was practically the only profession open to the sex. It would seem that this must also be the case with schools for the deaf. Again, while the salaries of teachers in public schools have risen, and have been supplemented, in all important cities, by a pension, the remuneration of teachers of the deaf has remained stationary, or been reduced. The teacher makes the school. We must have more and better men teachers, and better women teachers, and to get them, we must pay better salaries. The glory of a school should not be the buildings in which it is housed, but the character of its instructors and the consequent quality of its results as expressed in the lives of its graduates."

It would appear that some of these statements have been misunderstood, for they have been made the basis of arguments defending or opposing things that were not said, and opinions have been attributed to the speaker that are utterly at variance with those he holds. Moreover, as the discussion has been passed on from one paper to another, his views have been confounded with those of his critics, until he is finally accused of having said, among other absurdities, that the teaching staff of American schools for the Deaf is largely composed of "Misses in their teens," and that "Oral teachers are made while you wait."

One point upon which the editors of the school papers are agreed is that the speaker is a pessimist who holds that the standard of education has retrograded, and some very convincing (and some very fallacious) arguments have been advanced to prove him in the wrong, while, on the other hand, the effort has been made to show that the retrogression is due not to causes he mentions but to the disuse of the sign language, the increase of Oral teaching, or some other innovation to which the writer happens to be opposed.

In the address under consideration it was distinctly stated that there had been great progress in the education of the Deaf in many directions, and some of these were specified. It was claimed, however, that the personality of the teacher is being neglected. This we believe to be the most important factor in education; but the sum of the many improvements made in other directions greatly exceeds in value the falling off in this one respect, so that instead of retrogression there has been decided advancement.

As regards this matter—the personality of the teacher—the argument is made by critics of the address that there are now a number of training schools where formerly there were none, and teachers enter upon the work far better prepared for it. Preparation is of course an important item in the personality of the teacher, but character is far more important. The question is, will men and women of great intellectuality, scholarly attainments, natural ability, ambition and force of character, such as are needed in our schools, take up this work, with its inadequate remuneration for the labor performed and its limited opportunities for advancement, when there are so many other fields offering greater inducements in money, honor and social consideration?

It was not *asserted* in the address that women now coming into the profession are inferior to those who entered it ten or fifteen years ago: it was merely *questioned* whether this might not be so, in view of the larger opportunities open to women today and of the complaints of superintendents of public schools of the difficulty they experience in securing efficient instructors.

More men teachers are needed in the schools. With all re-

spect to the women teachers, and with nothing but praise for the good work they are doing, we must maintain—and we believe all reflecting persons will agree with us—that the masculine element is also necessary in education for the proper training of boys, and for the attainment of the best results with all classes of pupils. This is especially true of schools for the Deaf, which form little communities by themselves, isolated from the rest of the world, so that the character of the pupil is formed almost wholly by his association with and the instruction of his teachers, and is but slightly modified by outside influences.

To have more and better men teachers and better women teachers the schools must offer higher salaries. It is objected that this cannot be done because of insufficient funds; but state legislatures which have been made to see the necessity of raising the scale of remuneration to public school teachers would not refuse to listen to a statement of the needs of a school for the Deaf. It is a question, too, whether some of the money expended in other directions might not with greater profit be applied to this purpose. The fine buildings in which American schools for the Deaf are housed are a natural source of pride to everyone connected with the institutions, but they might be of cheaper construction, less commodious, or even lacking in some of their conveniences, without making any serious difference in educational results. When the pupil sets out to make his way in the world, it matters comparatively little if for the ten or twelve years at school he has lived in a shabby building poorly furnished, has worn coarse clothing, eaten coarse food off cheap china and drunk out of tin cups, as was the case in many of the institutions not so very long ago; but poor teaching must affect his whole after life, and ignorance, proverty and general wretchedness are its necessary consequences. We do not understimate the aesthetic and moral value of the child's material environment, but it is the teacher that counts for most, and it is the efficiency of the teaching staff that should receive first consideration. In a recent issue of the Kentucky Standard it is said that the reason the school in New Mexico has been closed the last two years is because the appropriation made for maintenance and an excessive amount of the funds from sale of the public lands donated

by Congress to the institution were expended in the erection of new buildings. This is an extreme instance, but a suggestive one, of the extent to which the striving after improved material equipment may go.

This question of salaries is the most important one that schools for the Deaf today have to solve, and it will grow more pressing in the near future. In all the large centres of population there has been a great increase in the pay of public school teachers until in some instances it equals or exceeds that received in any school for the Deaf. Moreover, inducements for entering the work and striving for advancement therein are offered in the numerous higher positions with their liberal salaries. The principals of New York public schools now receive $3,500. The liberal pensions which municipalities allow to teachers after a certain term of years is also an important factor in securing and retaining good service. The work in schools for the Deaf is much more difficult, makes greater demands upon the time and skill of the teacher, is a greater drain upon his strength, and requires both special qualifications and special preparation. The remuneration must be proportionately greater than that of the public schools to maintain past efficiency. To increase this efficiency, every dollar that can be added to the salaries will be wisely invested, provided proper care is exercised in the selection of teachers and in their supervision. As a matter of fact, the pay received by teachers of the Deaf is today, in proportion to purchasing power, much lower than it has been at any time since the Civil War.

What we have said of teachers applies with equal or greater force to Superintendents and Principals. These must be men and women of great executive ability besides having a thorough knowledge of the science of educating the Deaf, and their compensation is, in most cases, very disproportionate to the requirements of their positions. S. G. D.

Reprints in pamphlet form of "My List of Homophenous Words," (or words that look alike on the lips), by Emma Snow, may be obtained through the office of the General Secretary. Price for single copies, 25 cents.

"DEAF LITERATURE" AGAIN.

In the main we heartily agree with the ASSOCIATION REVIEW in what it has to say in the article on the outside in regard to the two great evils of our schools. [The article referred to and quoted is the editorial in the February number of the REVIEW, headed "Deaf Literature."] There is nothing so irritating to a teacher as to see others pulling down, even in their ignorance, what he is trying to build up. It is an uphill business to give the deaf a fair command of the English language when all things possible work together to this end: it is impossible to do this where even a small part of the teaching force fails to fall in line to this end. This is where we have to disagree with the REVIEW: we can not contend that, "these (officers, teachers, and supervisors) determine the character or quality of the work done in a school, much more than one or several of its teachers who at the best are but parts of the general organization and can affect the work as individuals only in spots and then in minor degree." We believe that one poor teacher in a small school or poor teachers in any one grade in a large school will erect a formidable barrier over which very few pupils will be able to lift themselves.

Now for the main question once more: might not this letter come from a pupil of a good school, and the fault lie entirely with the pupil? [No; the letter bears internal evidence of a literary ambition, and this properly fed should have led to better things.]

Could not his time of entrance be so advanced and his energy of application so limited during a short stay as to produce that kind of a letter? [Possibly; but not probably.]

However, it does us good to read an article written upon so broad a foundation: unless Mr. Booth, the editor of THE REVIEW, is careful he will force the conclusion that he is a "p re educator" and not a "pure oralist. [We are both; at least we know we are the latter, and we hope we may be counted the former.]—Palmetto Leaf, (S. C.)

There are two sides to the question of course, and the editor of the Palmetto Leaf is right in a measure in his contention. Yet we hold broadly to our own view that the school in the large, in its organization, in its standards, in its general management, is responsible for the character and the level of the work that it does, rather than any teacher or group of teachers in it. The teacher is the one person closest to the pupil to be sure, and should be and is held immediately responsible for the direct results of his work, but this responsibility is a minor one; there is a major responsibility, and it can not be shifted or evaded—the responsibility of the school for the teacher. The school is reponsible for the teacher, for in large part it creates her. Every school is in one of its unrecorded but important functions a normal school, and the teachers in it are a growth, a development, upon a pattern that is easily recognized as individual to the school. Schools for the deaf differ greatly in what they accom-

plish, not because of differences in their pupils as material, or in their teachers in their preliminary education or native ability, but largely because their teachers have grown and developed, to conform to different practices, to meet different requirements, and to accept and make their own, different ideals and standards. No teacher, be it said, with rare exceptions, indeed, or unless she may have had experience in another school and thus have had a wider view, can get away from the conditions and influences that surround her, to rise above them and to work independently of them to the accomplishment of results unusual in the history of the school.

But with the school responsible for the teacher because it in so great part creates her and retains her, and thus responsible for the direct results of her labors in the school-room, it is further and far more responsible for the conditions with which it surrounds her work to supplement it and to re-inforce it, through and by virtue of the authorized and general language practice of the school. In the poor school, the teacher works unsupported and alone: she is the pupil's only instructor in the one thing that he most needs and that she is striving with all her strength and skill to give him, namely, the English language; the pupil leaves the school-room daily, and returns to it, in the meantime having had no use for language and no practice of it, and hence bringing with him nothing of language accretion or of added freedom or facility, to encourage the teacher and to lessen her heavy task. In the good school, on the other hand, the teacher has every help, every encouragement, and her school-room work is supplemented and supported in a score of ways by the active, sympathetic, interested co-operation of many helpers who themselves use, and impel the pupil to use and practice, all of language that his teacher has imparted to him.

The question comes back to the poor deaf man and his letter, or rather to the grade of work of which his letter is a type—to place the responsibility for it. With every possibility considered and given its weight, we are still convinced, and more strongly than before, that the responsibility for such work is too large and involves too much to center it in an individual teacher of a school. The school at which this man was educated (?) is

responsible for his present pitiable plight, for it furnished for him no proper or adequate learning conditions, no proper or sufficient teaching forces or influences. A careful scanning and analysis of the letter[1] show that the school methods gave words, but no language; and the fact that words were acquired and perfectly mastered in their meaning, evidences conclusively that there was mind to learn, and opportunity, and time, but there was no proper teaching either in the school-room or outside, and absolutely no language practice anywhere, or language use by anybody for any purpose whatever. Who, we would urge, can be held responsible for such teaching-learning (?) conditions in a school, other than the school itself with its low standards, its lax methods, and its complacent management.

F. W. B.

THE DEGENERACY OF THE SIGN-LANGUAGE AND ITS DOOM.

The question of the "Degeneracy of the Sign-Language" is well-treated in an editorial in the Silent Hoosier (Ind.), which we reprint in our Institution Press department. We are entirely agreed with the main thought of the article, for the sign-language is certainly degenerating and it will continue to degenerate with the progress of present educational tendencies in our schools.

Regret for this degeneracy is felt in certain quarters, and concern is expressed as to results in the losses to the language in elements of its beauty and effectiveness. But we confess to no share in this regret nor in this concern, for we can not but feel that for every loss there will be compensating gain. The gain will be of course in the larger practice and better knowledge on the part of the deaf, of the English language, and the larger and freer use of it in their communication with people about them and in reading, all of which will make for higher and better successes in life and for much larger measures of happiness. There can be no question as to this; then why regrets and concern, why not, indeed, in place of them, rejoicings that the deaf are having, and are to have in the generations to come, the better, and the ever growing better, part.

But as for the ultimate doom of the sign-language—our

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[1]Published in the February, 1905, number, page 99.

own prophetic eye scarcely sees, as yet, the vision of it. The language is natural and easy of acquirement, and its use is pleasurable; nothing can rob it of these qualities; and so long as there are deaf people who wish and choose companionship among their class and kind, there will be use of the language in some form for purposes of communication and social enjoyment. But the question of the ultimate survival of the language, or its doom, is of small, and really no vital, importance, for it is one that relates, or that is coming to relate, as we believe, quite entirely to the after-school life of the deaf, and one that the adult deaf may well be permitted to settle for themselves—as they will do—through individual choice and as the manner and measure of their education may in coming time permit.

The improved and improving educational methods of the times are surely lessening the number of the educated deaf who are dependent upon the sign-language, and who turn to it, for its various social uses. There is no true friend of the deaf who does not rejoice at this, and who would not be glad if the future could bring a reduction of this number to an insignificant minimum. Yet, with this said, we believe there is, and always must be, a remnant of the deaf, an educational residuum, whom no amount of teaching and no kind of teaching can raise above a certain intellectual level and capacity, and for whom the English language for its purely social uses must remain ever in greater part an unknown tongue. The deaf of this class must perforce have their social life, for they have a social nature, and they will seek it—they can find it nowhere else—only among their kind. This means association, which in turn means language—a sign-language of necessity—and however degenerated, one sufficient and probably efficient for all purposes of easy and enjoyable social intercourse.

While we believe that the question of the survival of the sign-language is, in its final settlement, to relate exclusively to the after-school period, the question is still with us in broader aspect as a vital one with important bearing upon and relationship to the childhood and school life of the deaf. The language of signs is in many schools still used, and in not a few it is still a cherished institution; but the world is moving, new ideas are fast crowding the old, and degeneracy, the first sign of a coming dissolution, points to the doom of the language, and time only is needed, with its orderly processes, to see the sign-language disappear from our schools forever. F. W. B.

A VACATION COURSE FOR TEACHERS.

It has been decided by the Clarke School authorities at Northampton to arrange for a vacation course for teachers, as requested by the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf. The term will be four weeks long, from June 9 to July 6 inclusive. During the first two weeks, two hours daily on school days will be given to observation of classroom work and two hours to instruction in methods. The last two weeks four hours daily (except on the 23rd, the closing of the school) will be given to methods. No one will be eligible to membership in the class who has not taught at least one year under the oral method. For further information, address Miss Caroline A. Yale, Clarke School, Northampton, Mass.

GALLAUDET COLLEGE EXAMINATIONS.

A circular letter from the President of Gallaudet College to the heads of schools gives notice of some changes in the entrance examinations. The examination in Physical and Political Geography will hereafter be combined in one paper, an arrangement in accord with the growing practice of teaching these two as one subject. In 1906 and thereafter candidates will be examined in English History down to the reign of Edward VII instead of to that of Henry VIII, and the announcement is made that more stress will be placed upon the command of English shown in all papers presented. These changes are in line with the wish of Dr. Gallaudet, expressed at the St. Louis Conference of Superintendents and Principals, to increase the requirements for admission to the College. The advance is in itself insignificant, but it is a good beginning of a movement which, if persisted in, will gradually raise the standard of education in schools throughout the country. Entrance examinations will hereafter be held on the three successive days beginning with the last Wednesday in May.

S. G. D.

A SUMMER COURSE OF LESSONS.

A course of lessons on the Mechanism of Speech, the Correction of Defective Speech, and Speech Developement and Voice Training for Deaf Children, will be given in Boston, from June 28th to July 28th, 1905, at the second session of her Summer class, by Sarah Jordan Monro, special teacher of Speech at the Horace Mann School for the Deaf. There will be opportunities for students to observe instruction to deaf children and to work with them. For further particulars, address Mrs. Sarah Jordan Monro, 178 Newbury Street, Boston, Mass.

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THE AMERICAN INSTITUTIONS FOR THE EDUCATION OF THE DEAF.[1]

G. FERRERI, ROME, ITALY.

CHAPTER VI.

BOARDING AND DAY-SCHOOLS.

The two tendencies which I have referred to in the preceding chapter in regard to the question of the Kindergarten schools, are even more strongly marked in regard to the pedagogical question of day or boarding-schools.

Those who cherish the ideal of completely restoring the deaf to the society of normal persons, not only do not admit that the Deaf should continue their studies in a special college, but even go so far, at least in theory, as to wish to abolish all special schools except the Kindergarten. They believe and proclaim that the day will soon come when the Deaf cannot be distinguished from hearing children either in school or in society. With this ideal, which for me is unrealizable, they have waged war against the boarding-schools, and in the new establishments the form of day-school is preferred for the education of the Deaf.

Notwithstanding this, the fact remains that the majority of the institutions which provide for the instruction and education of the Deaf in the United States are boarding-schools.

From the last statistics it results that the number of deaf-mutes in course of instruction are distributed as follows:

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[1]Translated for THE ASSOCIATION REVIEW by the author. Begun in the June, 1904, number.

57	public schools (boarding-schools).....	11,091 pupils.
50	public schools (day-schools).....	872 "
16	private schools (generally boarding-schools)..	427 "
123	schools,	12,390 pupils.

As one sees, the day is still distant for the abolishment of boarding-schools in favor of day-schools. Nor do I believe that in the long run the practice of the day-school will correspond entirely with the rosy ideals expected.

The fact remains that where the application of the day-school is made on a large scale, as in the States of Wisconsin and Illinois, to mention only the great centers of greatest diffusion, it has resulted that the hours given to instruction are far too few. Besides this, it has been noted that the Deaf left to himself or to the care of his hearing companions and own relatives for the greater part of the day and during the months of vacation, loses more than he gains, whether in the effects of instruction or in those of education. But in the United States they do not lose courage for this. They have appealed to the families of the deaf, they have organized special societies for the care, assistance, and instruction of the Deaf. They have founded classes for the parents in order that they may be minutely informed as to the work of the school, and be in a condition to establish that harmony between the home and the school by which alone—and this can also be said of the education of normal children—the educational work can be complete and satisfactory.

Another provision which is possible and practicable in the United States is that which they are studying now, especially in the great centers, for the institution of the Summer schools. This is a provision which demands besides great financial means, also double the number of teachers. Given, however, the prosperity of the country, the great initiative spirit, and the largeness of views in all that concerns education and culture, this and other provisions are not matters to cause anxiety in America. They can be realized from one day to another with an impulse and a disinterestedness without equal.

Considering, however, the matter from its practical side, I do not think one can have illusions as to the efficacy of certain pro-

visions, for the simple reason that boys are boys everywhere, and in America as well as in Europe they have the same physio-psychic needs, which can only be satisfied in a suitable manner by a wise alternation of rest and work. This the educators of the United States know very well, who prepare for the educational mission with a serious and thorough study of psychology and physiology.

Last summer when the National Association of teachers met in Minneapolis, I saw one day, while reading one of the daily newspapers, this satirical notice with caricatures: "'*They have arrived,*' said one boy to another, '*twelve thousand teachers.*' '*O, then it is time to take to the woods!*' replied the other." And the caricature represented the boys running frantically towards the woods.

This caricature, which probably passed unobserved by most people, represented in its simplicity a reflex of the general laws of nature, one of which is the need of the young to alternate school-work with amusement and recreation. Hence, I believe that even if the vacations were abolished, the final result would never correspond to the cold calculations of theory. Because the advantages they hope to gain in the time formerly dedicated to repose, would be lost in the results of the ordinary scholastic course.

Notwithstanding this, we must recognize the value of the provisions which they are preparing with the aim of rendering the conditions of the day-school more practical and more satisfactory.

One must consider, however, that besides there being in America a great number of educators who hold that the form of boarding-school is more efficacious, there are also too great a number of vast Institutions where, as usual, tradition is more powerful than the force of new ideas. There is besides the prejudicial fact that many schools which began as day-schools, in time have changed into boarding-schools, and the history of such a change as well as of its cause is still too fresh in the memory of our colleagues of America. Another contradiction between theory and practice I have already noticed on the occasion of the Congress of Minneapolis. Miss McCowen, the capable

Superintendent of day-schools in Chicago, who professes the most unlimited faith in the institution of day-schools, in the organization of Summer schools, and in the results of the lessons given to the parents of the deaf children, still retains on her own account a boarding-school, and she conducts here and there, in order to give proof of the good results of Oral teaching, the children who, for the greater part of the year, live together with their capable, energetic teachers.

The same observation may be made in regard to Miss Fuller, Miss Garrett, and other intelligent teachers who stand in the first ranks of the progressive movement for the Deaf. They desire in theory to have day-schools and preach their value for the social state of the Deaf. There are also not lacking among them those who consider the institution of special schools as useless and injurious. Nevertheless, they also retain some boarding-schools in their special care, restricted, if you will, to a limited number in order that the life of the pupils may resemble more the family life, but after all it is neither more nor less than a boarding-school. As to the reasons they gave in their replies to my inquiry on this subject, I have already referred to them in the preceding chapter.

All considered, I have verified the fact that, as they advance in a practical line, public opinion becomes that which Cüppers recommended at the National Congress of the German teachers at Cologne (1889), when he proclaimed and demonstrated the appropriateness of the boarding-school for at least the first three years of school life.

The colleague Stelling, in his report on the institutes of Denmark and Norway, has expressed his conviction that the school of the future will have the mixed form: that is, of day-school and boarding-school together, as the one best adapted to the needs of the various categories of the Deaf. I also believe that this form of school is to be recommended, but I would not prophesy it, and for the following reasons:

In America as in Europe, the greater part of the deaf-mutes come from the lowest social strata. That is to say, that they, besides having need of special assistance in hygiene and nutrition, also demand that educative therapy which is only possible

in the school-life of the boarding-school. For example, I noticed everywhere that the pupils of the day-schools generally left much to be desired in personal cleanliness.

Before coming to America I had believed, as will be seen in my previous writings on this subject, that the prosperity of the American family would be a favorable condition for surmounting the difficulties alluded to, and for meeting the material and moral needs of the deaf child. But I had never imagined the sad condition of the colored population which increases every year, nor that of the cosmopolitan population which floods the United States from the lowest social strata of the European nations.

I have encountered entire classes of deaf-mutes among whom there was not one American, nor one sole child who could boast of four or five generations of ancestors living on American soil. I have even seen schools where the pupils were immigrants from Russia, Greece, Roumania, Sweden, Ireland, and Italy; children for whom the school could not be other than a refuge; an assemblage of races and nationalities unlike in traditions and customs, from the weary type of the Jew, persecuted and hunted from country to country, to the placid and happy Latin type, which one can recognize immediately from the soft eyes and lively gesture. All, however, are united in one common need, that of being taken care of, protected, and educated, even as an assistance to their parents immersed in a hard life of work and privation.

As to the negroes, who by the noble and generous effort of Lincoln, passed from a state of slavery to that of citizens of America, one would suppose that their state would be socially much better than that of the immigrants. But it is not so. The traces impressed by a slavery of centuries in a race intellectually inferior, cannot be cancelled in the brief time of a little more than a quarter of a century.

But even not taking into account the biological and ethnological reasons, the answer is noteworthy which I received one day from a colleague when speaking of the difference made in the treatment of the negroes. Observing that for them special schools, churches, hospitals, and even prisons are established, I

inquired: "*O, have they not the same rights as the other American citizens?*" "*Theorctically,*" replied my friend. And then I understood why an institute for the colored Deaf had seemed, and was, really inferior to the others, and why the Principal of it had talked to me of the scarcity of means at his disposal.

However, in some of the institutions of the Northern and Eastern states colored pupils are found in the same schools with the whites, and perhaps in time certain differences in social treatment will continue to disappear more and more. In the actual conditions, however, I believe that for the negro deaf-mute, as for the white one, the special boarding-school best corresponds to the need felt.

Another circumstance which is favorable, in my opinion, to the boarding-school is the culture and development of manual industries.

In the day-school the manual labor,—besides being greatly restricted by the number of trades taught, as also by the programs,—is limited to the sole principles predisposive for the education of the eye and hand. It is not generally extended to a real and true instruction in arts and trades. This defect which I noted already in a boarding-school in London, has its origin: (1) in the idea, which is just for that matter, that the pupils are able to attend the shops in order to learn a trade during the afternoon and evening hours; (2) that as in the day-school the pupils are able to finish the school-course much sooner than in the boarding-school, they must apply themselves to the trade best adapted to them, entering resolutely into social competition with hearing and speaking persons.

For these and for other reasons which perhaps have escaped me, they do not have generally in the day-schools well organized shops with technical teachers and with sufficient work to give a superior industrial and professional instruction.

They do not consider, it seems to me, that while the hearing can leave the elementary school at 14 years of age, a deaf-mute completes the same course (if he completes it) only at the age of 18 to 20 years. But then the best and most suitable time for learning a trade or an art is passed. If then one tries to remedy the defect by dividing the hours for study and for work, the in-

struction does not give sufficient results either for the school or for the shop. From these considerations I am induced to express again my opinion that the day-school is better adapted to deaf children of parents in easy circumstances, whether for the care they can receive at home, or for the possibility of dedicating themselves to the Fine Arts and for attending school a longer period of time in order to acquire a higher literary education.

For the deaf children of the poor, instead, the school, that is, the time dedicated to the culture of the mind, cannot have the sole object of elementary instruction; it must also have that of the training for a lucrative trade. Now, no one will deny that this second object can be more easily obtained in a boarding-school where the economy in time and in the distribution of the time-table of the work-shops are suggested by experience and discipline.

The examination of the American schools has confirmed me in this belief. Our colleagues on the other side of the Atlantic have gone much farther in this direction than we have, and the reasons for this are the same ones already mentioned several times in these Notes. First, the length of time which can be dedicated to Manual instruction as well as to the school, and the abundance and richness of the materials and machinery which they apply in it. This was one of the first things I observed in my first visit to the Institute of New York already mentioned. There, as well as in all the large institutes, there is no lack of room, nor of mechanical force applied on a large scale in the work-shops, such as electric and gas-motors, neither of the raw materials for the execution of the various work.

The deaf pupils are allowed to select a trade themselves, previous preparation having been made by all in common in the schools of manual labor, and where they apply themsleves in earnest at fixed hours under the direction of capable teachers of the trade. The common preparation is made so that the student, whatever trade is chosen, applies himself to it when he knows already the names of the various tools, machines, and raw materials and the name of the work to be done.

This instruction advances gradually together with the manual work so that on leaving the institute the American deaf pupil

knows how to work well enough to be able to earn his own living. To every pupil is offered the opportunity not only of learning a special trade, but also those trades related to it on a general basis in common of certain machines and utensils, to which they are allowed free access and to study according to their own initiative. A carpenter, for example, learns the mechanism of the instruments and motors applied to the saw, to the turner's wheel, etc. A mason learns to use the hammer and chisel in a manner to be able, when necessary, to work at and adapt to his purpose a block of marble and so on; a printer learns to place the type according to the different systems, getting a knowledge of everything needful for the exercise of printing. The girls are taught every kind of women's work, from sewing by hand and by machine to designing, cutting, and making every kind of garment. Dressmakers and milliners teach each other and gain the taste for and interest in work of every kind. And in order that each girl be accustomed to that independent action which makes the Americans in the highest degree a daring people, they leave to the pupils full liberty of choice in the materials they use and also in the design of their own dresses. In this way they exclude that uniformity in dress which makes the pupils of our boarding-schools look so dowdy and ridiculous. Equal liberty is allowed in the manner of dressing the hair, as well as in the arrangement of the bedroom in the institute where the girls have separate rooms, or are put two in one room. The liberty granted to the pupils from the time of the Kindergarten to keep flowers, photographs, toys, etc., is transformed little by little to the arrangement and care of the home. For toys are substituted objects of some practical utility, books, and illustrated magazines.

In the American schools they attach great importance to lessons in cooking, although instruction in this branch is optional. There are special teachers for this branch, just as are found in all the great cities of the United States where they give, in the various seasons, public courses of culinary instruction to which even the ladies crowd in order to learn how to become better housekeepers. In fact a lady who understands cooking is of great value in an American family, for it is difficult to find competent servants.

This instruction is also given in the day-schools, but, if I am not mistaken, the best results are obtained in the boarding-schools, whether because of the greater conveniences of the kitchen and pantry, or for the supply of provisions necessary for the various lessons.

From what has been said it is evident that the boarding-school is more appropriate for the complete education of the Deaf. But one is not authorized by this to disown the beauty of the ideal that the Deaf should not be separated from the environment of home and family, and it is this alone which justifies the tendency to open day-schools to meet the new needs and to extend the benefit of instruction to the Deaf.

(To be continued.)

MY VISITS TO THE GERMAN AND AUSTRIAN SCHOOLS.[1]

HERMINE HAUPT, MORGANTON, NORTH CAROLINA.

The first time I visited the German schools, I went more to see if the Oral method could be taught successfully in large Institutions, as I was then connected with such a school and was a little doubtful if all, or nearly all, could be taught that way. I saw better results than I expected to find, and was more convinced than ever that almost all of the deaf can be taught orally with success in large Institutions.

The Imperial School is one of the oldest in Vienna. It was founded by Joseph the First, and for many years was taught by the De l'Epée method. Now only the Oral method is used in the whole Institution. I saw some very good work there. One of the teachers told me that they are not allowed to carry out any of their own ideas; the Institution is obliged to follow out the course of studies prescribed for them by the public school authorities; and that that Board does not always know much about the work of the Deaf.

The children remain in school eight years and after that time it is the Superintendent's duty to see that each boy is put to learn a trade, if the parents do not do it. The Institution keeps an eye on all her former pupils and many times helps them, if they need it. There is a special class for the deaf boys in the manual training school for the hearing in Vienna. The girls learn all kinds of needle work in the Institution.

Besides this Institution there are several day-schools, the Institution at Döbling, a suburb of Vienna, and the Jewish Institution. The latter is endowed and only children of Jewish parents attend. I was pleased with the speech work there. The building is more modern than the others mentioned. I was

[1]A paper prepared for and read before the Morganton, North Carolina, School Teachers' Association.

sorry not to have seen the school work in the Institution at Döbling, but it was closed almost the whole of last year on account of an epidemic which had broken out among the children shortly after the school opened in the fall.

In all these schools Dr. Urbantschitsch's auricular method is carried out and each teacher has to follow out more or less his instructions. I asked the opinion of several teachers as to the result of this work and they all agreed it was of great value in obtaining clear speech from some, but that it took too much of their time, and where a teacher had ten pupils in a class, he could not give to each the necessary time so as to get the best results.

The Doctor, who is a University professor and considered one of the finest aurists in Europe, has of course very little time to visit the schools often, but he and the teachers are keeping a record of all the work and results, which he expects to publish soon. He says there are very few deaf who are born without some hearing, and that hearing, no matter how little, should be developed. In some cases it has been, to a most remarkable degree. I saw some children upon whom this method had been tried. They begin with a vowel sound, as ä. This sound is repeated in the child's ear until the child can give it. Then another sound is taken, and when the child has that, the two sounds are given alternately until the child can distinguish one from the other, and thus, step by step, they continue. They use instruments, etc.

The teachers, wherever I went, were very anxious to hear about our work and seemed much interested: they asked me so many questions that it was all I could do sometimes to get some of mine answered. If the distance were not so great, I know we should have many of them here during the convention.

At the school in Dresden I did not stay as long as I expected as the next day was a holiday, so my time was rather short. I made a point of seeing the brightest and dullest pupils in each school. I talked to the children and they asked me questions, etc. I had no trouble in understanding them and they had none in understanding me.

The Kindergarten department of this school pleased me very much indeed and I only wish every school had such a department,

for, "The Kindergarten is the alphabet of our whole manual training system, educating the head, the heart, and the hand. It quickens the perceptive powers of the little ones, teaching them to observe, to think, and to act."

This school is located several blocks from the Institution. It is called the "Preparatory School." Children are received at the age of six and remain there for two or three years, according to the child's mental and physical development. The first year the children are under a trained Kindergarten teacher. They are taught the first principles which every child ought to know, and are gradually prepared for actual work. Attention is given to concentration, touch, etc.; the elements, speech-reading, and writing are taught. The gifts are used very freely. Some good results were to be seen in the second year, especially clear articulation.

I then visited a third year class. They were having mental arithmetic, and I was surprised to see how much they did in that. Examples given were like this: 16—8 equals (answer would be given); sixteen, less six, plus two, equals twelve; etc.

In a fourth year class the teacher was giving prepositions. He asked questions about the body and the answers were given with prepositions, as, Where is your mouth? Answer: Above the chin, below the nose, between the cheeks, etc.

Under the same supervision is an asylum for grown deaf girls, who are mostly orphans. They pay 80 Marks ($20.00) a year, and for those who are too poor to pay, this sum is made up by churches or private benefactors. All kinds of sewing is done here and the Queen of Saxony sends them a good deal of work. Most of the girls were more or less afflicted, but each does the work she can do best. They receive one-fourth of the proceeds of what they thus earn.

In Leipzig new pupils are admitted only every other year. They are divided into four classes: semi-mute, congenital, medium bright, and very dull. The teacher who has charge of the dull ones, has the smallest number, and is not expected to go over as much ground as the others. I must say, I felt a great sympathy for the teachers who had charge of the very dull. It takes more skill and more genius in a teacher to teach a dull

pupil and be able to accomplish something with him, as it is only the power of love and skill and experience which can or may reach and animate the mind of a dullard. The school which Heinicke established is across the street from the present Institution.

In Berlin is the Imperial Normal Institution. The training which the normal students receive there is fine. In all the primary grades, toys and pictures were used to illustrate. Germany is noted for its toys and the toys I saw in these schools were a surprise to me. I saw a toy cow, which was milked before the class; a station with the railroad tracks laid and a train coming; villages; nearly every article which is used in a home and every tool used on a farm or in the shops. I saw a complete mine in miniature, and also a mill, both of which could be worked. In one room, the teacher had before the class a good sized set of bed-room furniture. He was teaching the names of the things used on a wash-stand when I went in. In another room, the teacher was giving a lesson on the vineyard. He had a large picture in which was illustrated the picking of the grapes in a vineyard, then another, where the grapes were put into the press, and then where the wine was bottled. In a glass jar he had a bunch of grapes. They had pictures to illustrate every story in their readers. In each school, they had a room especially fitted out, to be used in keeping all kinds of school-aids. In every school I found special attention given to drawing and gymnastics.

The Institutions in Germany do not give the advantages in manual training which we give in the United States. If the government would only allow the children to remain ten years in school, much more could be done, as in the last two years their progress is so much more rapid. But the laws in Germany and Austria are that all children must go to school from their sixth year to their fourteenth, and the deaf likewise. The law of Germany requires that every deaf child should learn to talk and write the language. As Director Walther said: "It is only required of a teacher to teach simple language and to teach it so that the child in after life may be able to use it freely, just as if it was part of himself."

Peschel says that "the English can boast of 100,000 words, while a day-laborer can get along with 300. A man with an average education does not use more than 3,000 or 4,000 and an orator 10,000."

Persons who wish to become teachers of the Deaf must first pass the public-school teacher's examination; then take one or two years' training; after that pass the examination which is required of instructors of the Deaf. This latter examination is not required in all provinces.

A teacher who has taught forty years is pensioned on the same amount as his last salary; twenty years, half as much.

There are very few ladies in the profession. I met only three, and visited at least fifty class-rooms. In most of the schools, teachers keep a class four years. In one Institution the teacher keeps a class the entire eight years. Pupils who can not keep up with their class drop back into the class below. The work is slow but thorough. Few of us perhaps would like to keep a class for eight or ten years and be responsible for all the children know or do not know. Each good teacher has his own peculiar gift to bring for the advancement of his pupils and I believe the Deaf need the full advantage of this talent and personality of several instructors.

LANGUAGE LEARNING BY THE INTUITIVE METHOD.

A tree, whether it be good or evil, is known by its fruits. So the proof of the efficiency of a method of teaching language to deaf children must be sought for and seen in the results following its use, shown in the amount and character of the spoken and written language that children taught by it are able to understand and to themselves use. Judged by this test, a method that in its practice gives little and poor language in a long term of years, is manifestly a poor method. Conversely, a method that gives much and good language in a short term of years, is a good method. In judging, therefore, a method we must have constantly these proportions and values in mind, and to that end the actual work accomplished by the method or through its use must be brought before us as evidence, together with such a statement of the manner and history of its production as shall show the method itself to be clearly and unmistakably accountable for it.

We have before us, through the kind courtesy of our friend, Mr. J. Fearon, the Principal of the Halifax, N. S., Institution, specimens of the work of one of his pupils that have interested us greatly, and so greatly that we have felt our readers would, could they see them, be equally interested in perusing them. The specimens are accompanied by personal letters to us from Mr. Fearon, that throw full light upon the method that he employs in his school and that has produced the specimens of work submitted. Mr. Fearon, at our solicitation, has generously given consent to the publication in the REVIEW of such parts of the language work as we may wish to present, together with his letters explaining the work and the method of its production. We have chosen the second story sent for printing, as it is longer, covers a larger field and a greater variety of thought, and is entirely free of correction marks of the teacher's pencil. Com-

paring the two manuscripts, the character and amount of correction in the first story—plainly to be seen in the markings—show the second story (the one below) as presented to us in its original draft and entirely uncorrected. Attention is directed to the facts, stated in Mr. Fearon's letters, that the girl writer was born deaf, that she has been taught by the Oral method, and, when the story was written, had been under instruction a little over four and a half years. And we would particulary direct attention to statements made by Mr. Fearon relative to the method that he has employed in the girl's instruction. He has not specifically named the method of teaching as the intuitive method—but that is undoubtedly what it is; at any rate, it is certainly a method that utilizes to the full in the pupil the *intuitive method of learning*. The girl has evidently learned and is learning language through its *use* and its *usefulness* to her as a sole means of gaining and giving thought, and surely the remarkable progress she has made evidences most strongly that such a method is effective and completely adequate to the accomplishment of the great end desired. And a remarkable thing about it all is, that the girl has reached her present degree of mastery of the language entirely without drill work on vocabulary and forms. Yet she has both these necessary things and more of either probably than the always slow and cumbersome processes of the school-room could possibly of themselves have given her had they been employed. The explanation is, of course, the girl reads, and as she reads she thinks and depends on her thinking—reads lips, reads print and writing, probably reads finger spelling in the school she attends; and she talks and writes. In a word she uses language constantly and naturally for all its purposes for gaining and giving thought.

It will be noted, on careful reading of the story, that the girl writes with entire freedom and seems not to know limitations either in vocabulary or constructions used. With rare exceptions—to which Mr. Fearon calls attention and for which he gives explanation—she uses words in their proper meaning and office, and the exceptions are easily accounted for and, in themselves, they serve the purpose to prove not only the absolute originality of the production, but also to indicate the exact stage

of development to which the child had at the moment of writing attained. The freedom with which so-called idioms are used, and their invariable pertinence or fitness, suggest that the drill work by which they are usually taught in our school-rooms may well give place to their teaching entirely by and through their use as the various and innumerable exigencies of life give to them their occasion and pertinency. In truth, the composition in all that it shows, demonstrates, and so far as the evidence goes proves, the principle that language is learned best and most quickly through use of it by the child in getting thought from, and giving thought to, others; and that drill and formal teaching are incidental, subordinate, and useful in small and smaller measure in exact proportion as the actual use of language becomes the large and the larger part of the daily mental being, activity, and pleasure of the learning child. This principle is, we believe, becoming more and more recognized and accepted among teachers, with the result that methods employed are being adjusted to it rapidly and widely. This means, we further believe, that the time is near in our schools when language will be taught primarily and chiefly by using it, as it will be learned altogether by depending upon it, as the sole medium for communication. Mr. Fearon's letters and the pupil's composition follow: F. W. B.

[Mr. Fearon's first letter, in which he enclosed a story—not used—about A Boy and his Pet Pig:]

INSTITUTION FOR THE DEAF AND DUMB,
HALIFAX, N. S., Feb. 21, 1905.

DEAR MR. BOOTH:

I am sending the literary effort—an entirely original story—of the little girl I wrote to you about before. She was four years at school last October, and was born deaf. I should like to know what you think about it, as she has been educated, so far, in a way that some teachers of the deaf would think unorthodox. From almost the first she was given information—told things that interested her and that she did not know before, of course by means of language. She never wrote a list of verbs in the present tense, the past, or the future. She has never been asked to incorporate a list of words and phrases in sentences. She

has never been allowed to feel that she was being taught language. The prominent idea was, giving interesting and useful information. The result seems to be that she has got a great thirst for ideas and reads a great deal. She has just finished "Uncle Tom's Cabin," and is now engaged on the "Scottish Chiefs." In a word, she has been taught very much as an ordinary hearing child, and is very much like one in her ways and words.

Of course the lessons were properly graded from the first, but there has been no language drill. I have thought for some time that it is ideas, not the writing of correct sentences, or verbal gymnastics that develop the mind.

If she had been drilled in sentence building, probably her language would have been more correct, but would there have been as great mental development, or would her language have been so natural and free? I have sometimes thought that our pupils are, as it were, run through the same mould. Our schools are language factories. Yours sincerely,

J. FEARON.

P. S.—The author of this "pig story" has been taught on the oral method.

[Mr. Fearon's second letter, in reply to our request for permission to publish his first letter and the "pig story":]

HALIFAX, N. S., March 12, 1905.

DEAR MR. BOOTH;

You may publish as much as you see fit of the letter and composition I sent you. You might please change the date of the pupil's admission from October to September. When she came she looked a rather dull child, and as the primary oral class was already too large, I placed her in the primary manual. One day early in October on trying her voice I found it rather good, so taking her aside when I had a spare half hour, I began to teach her the sounds. I never was able to give her more than an hour a day and often only half an hour. When she had mastered the sounds, I set writing aside and taught speech alone. In less than six months she was able to work out little problems like the following:

I give you twenty-five cents. You go to a shop down town. You buy three apples at two cents each and three oranges at four cents each. How many cents have you left?

I sometimes think if writing were left alone for the first year, better results in speech and lip-reading would follow. I wonder how it would affect the little hearing tot if it had to learn writing

and speech at the same time. It seems like running after two hares. It is certainly teaching two languages. Does the mind easily take to the retaining of two symbols (the written and the labial) for the same idea, or has the one precedence over the other? With which does the mind directly think? Signs, spelling, writing, and speech must be a great mixture.

If I don't bother you too much I would like you to read the accompanying original story [printed below] by the same pupil, which she handed me the other day. Many of the mistakes are due to carelessness and she would correct them immediately if they were pointed out to her, but I have preferred to give you the composition untouched and just as it came from her hands.

I believe the ideas are entirely her own. She says she has read nothing that resembles it, or that might have suggested the thoughts. She has had a good many lessons on Canadian history and accounts of the many struggles between the British and the French may have suggested the war in which her heroine's father and brother take part. She has had also some lessons in elementary astronomy which may have turned her mind star-ward. You will notice that she has poetry as well as imagination. I think the starlight shining on the water of the spring is not bad.

In the first part of the story "tired and ignorant" mean dull and heavy on account of the heat. Throughout the story she uses the word "cheer" meaning to comfort. Don't you think the dream and the way she works up to it are rather good? She is a dreamy girl herself. The other day at the cooking lesson her teacher told her to go to the stove and make some toast. Wondering why she was so long the teacher went to see what was keeping her and found her holding the fork most industriously before the stove, but she had forgotten to put the bread on it!

Trusting I am not taking up too much of your time, with kind regards, I am,

Yours very sincerely,

J. FEARON.

JAIDE MACK.

Jaide Mack was a little heroine girl. She was as beautiful as she was brave and she lived with one brother, one sister and parents. They were happy family then. But when Jaide was twelve years old there was war between the British and the French. Jaide's father had to go to fight with Jaide's brother. Jaide was very sad when she saw that her father and her brother went far away to fight for their country. Jaide's father was an officer and he also was very brave.

Poor Jaide used to weep for she was her father's favourite. In the warm parlor her mother and her sister talked merrily; they almost forgot all about the terrible war but Jaide never smiled and her mother and sister often tried to cheer her. But Jaide did not care about them and she thought that she would go where her father fought. She was very much afraid to go through where there were French soldiers but she never stopped.

One sunny day Jaide sat in her father's beautiful orchard with tears on her blue eyes. "How beautiful this world is? Except, Except, the bad war." Jaide thought and she said to herself, "Here I am. It is beginning very hot and it makes me tired and ignorant. I must be off to be cool. I must go where my dear father and brother fight. I would like to go to help my father." She thought that it was a good chance to fly. She was a very determined little girl. So off she ran across a field and then ran farther. Then she walked until she got weary. She rested for a while. Suddenly she heard the noises of the soldiers and she turned. She saw some fierce looking French soldiers rushing forward. She indeed was afraid. She crept into the bushes. She kept still for a long time in the bushes. The French soldiers were wandering and talked aloud. When the dark came on, Jaide saw that the soldiers went far and she peeped out. She was very hungry but she would not go back. She went on and she went through many dangerous places but she was through all safely. The next day while she was walking on the places near a hill where the French soldiers were behind the hill. She peeped and she saw that the soldiers were marching up. So she picked up some branches of the bushes and covered herself with the bushes. She kept still. The French soldiers marched and passed Jaide. They all thought that Jaide was a real bush. Jaide waited for a long time because the French soldiers marched and advanced near her. When all the French soldiers were gone Jaide brushed the bushes off her body. Then she ran over the hill and anxiously she hunted for her father. While she was walking she saw some British soldiers lying on the ground. She approached near the dying and wounded soldiers and she felt very sorry for them. She heard some soldiers speaking English language beyond and she thought that her father and brother were there so she ran as fast as she could and the British soldiers were in sight of Jaide. Jaide bravely walked toward the army. All the soldiers were astonished and gazed on her. She cried out, "Where is my father? Where is my brother"? Jaide's father appeared on his war-horse with a sword in his hand. Then he put his sword in his belt. All the soldiers saluted at him while he trotted to Jaide. He knew Jaide's voice. Jaide's father was very astonished and he could hardly question her. He burst out crying when he heard Jaide saying, "Where is my dear brother." He could hardly answer Jaide. Very soon Jaide knew that her brother was gone for ever. She said, trembled in a tone, "Is he dead." And she cheered her father.

Jaide's father smiled at her. She thoughtfully replied, "Perhaps some where I will help you." And her father exclaimed in a low voice, "How will you help me. You better to stay home. How do you come here?" Jaide said nothing. Her father said, "My dear child, now you must be off or you will die for we are going to have a great battle. Look at the French army advancing toward us." Jaide, frightened, fled but she never go home. She was very sorry when she heard the violent noises at the battle. When the night came on Jaide heard that the battle ceased so she peeped out. She saw that the French soldiers fled away and off she walked to the great gate of the fort and she peeped through the key-hole and she saw that the British soldiers were there. She saw that they were in danger. She thought, "I guess, I will stay here until morning." So she stayed at the great gate through the darkness night. When the day-break came a fiercely looking French officer came up to her with an army. He seized her and said in a loud and angry tone, "Are you English? Where is Officer Mack?" and he spoke angrily to her but Jaide replied in a firm tone, "Yes, but I would not tell you where my father is. You, you are cruel. You have killed my poor brother." The French officer became in temper. He again said to her, "Where is Mack, your father. Is he your father. Tell me at once or you will die. Jaide bravely answered "No, no, I would never tell. Of course he is my dear father. I would rather die than to tell." The French officer became more angry and he told the soldiers to aim at her but the French soldiers would not fire at her at once. They saw that how brave she was. Still Jaide shut her mouth. The English soldiers inside the fort heard all about this. Jaide's father told the soldiers to surround them. So they hastily ran out of the fort by the back door. In a moment the English surounded the French and made them as prisoners. When the French soldiers were aiming at Jaide they turned and found that they were prisoners. The English soldiers cried aloud to the French, "If you shoot her in a moment you all will die." The French soldiers cowardly stopped and they were down-hearted. They were in despair and the English shouted for joy. Jaide smiled at her father with the soldiers. They beckoned her. Jaide really saved the English and she really helped her father. Jaide put her arms around her father's neck and her father was very glad that she was saved. Days passed and one day Jaide's father was anxious about what was going to happened to him, so he sent Jaide back home. Jaide's mother was very very much surprised and she had been hunting for a long time for her. She wept when she heard all about her history. She was indeed glad that Jaide saved her father. She was very sorry for her son.

The next morning a messenger came to Mrs. Mack and told her that she and her family and her relations must moved to another place. The messenger showed Mrs. Mack a ship, called "Harper." (Mrs. Mack's family lived by the side of the sea). Mrs. Mack found that they were in a danger place. She heard that the French soldiers were ad-

vancing to her home. So she left her dear old home and went away in the "Harper." She met with a very unlucky accident. Several days passed and a violent storm arose and by-and-by the "Harper" ran upon a rock and the crew ran in alarm. Mrs. Mack and her family and her relations jumped into the life-boat. They were all in the large life-boat except Jaide. Jaide had been hid in the "Harper." It was a very violent stormy and the angry waves were as high as the hills. The wind blew very aloud. Jaide knew that it was no good to go in the life-boat. So she stayed in the ship. Mrs. Mack thought that Jaide was with her. It was three o'clock in the morning. It was very dark and wild morning. The brave crews rowed and they rowed very hard. The waves still rushed upon the poor people in the boat. An hour passed the boat was upset and all were drowned except Jaide who was hid in the ship. The ship was not leak. It did not break nor leak and the "Harper" was all right. It sunk down from the rock and then it drifted. Jaide wondered and she waited the death door to come but she never see the water coming into the place where she hid. After a great storm Jaide went up the ship and she was distance from the rocks. She became afraid and looked around the ocean. She saw a boat upset on the water and she began to cry. She knew that she was the only one who was saved. She cried for help but no one heard her. She was a great distance from the land. She let the "Harper" drift. Drift, drift, drift, she go. By-and-by a terrible storm arose again. The wind blew fiercely and the wind blew louder and louder. The waves were very rough and Jaide listened the storm. After a great storm the sea was very calm. She became alittle deaf because of the cold and wet and terrible noises from the waves and wind. One morning it looked very beautiful. She saw that the food in the "Harper" was very plenty. Drift, drift, drift she go.

Jaide alone sat on a chair and thought. The sun brightly shone on her. It seemed as if the sun is cheering her. She often looked around the water to see if any ships were in sight. She thought and wept for her family were drowned.

Drift, drift, drift, the "Harper" went. Some hours passed Jaide became anxiously and she feared that a storm would arose. At about four o'clock in the afternoon a vessel was in sight to Jaide. Jaide eagerly called for help. The vessel straight sailed up to her. The vessel joined the "Harper" and pulled her faster to the land. The crew climbed into the "Harper" and found that all aboard were drowned except Jaide. The crews were very much astonished and asked questions to Jaide and they said that the people were waiting for the "Harper" to arrive to River Thames and the crews were in searching for the "Harper."

The "Harper" arrived near Greenwick and the people were very sad when they heard all about the "Harper." Jaide became very ill and she was taken to the hospital.

Jaide Mack's poor father fought and now the war is over! He won

a splendid and glorious victory. He was then made Governor-General. One night after he came to London from Franders and he galloped on the horse with Hundreds of soldiers. He received a great welcome at London. The streets were total crowded and flags waved. The fire works used, and the streets looked so pretty. While he was trotting on his white horse a messenger came to him. A boy looked sorrowful walked toward Mack. Two soldiers seized him and the boy excused them. He told him all about Jaide and her family. He told him that Jaide was in the H—— V—— Hospital near Greenwick. Tears dropped from Mack's cheek. The people were very sorry for him and they cheered him. Mack hastily went to the Station. He said that he would go where Jaide was.

While Jaide was ill in bed. She watched a bright star out of the window. She remembered that star when she was at her old home. When her eyes were closing she said to the star, "Good night dear star. Are you very far? How many miles are you from me? You dear, please tell me." The star smiled at her. She thought that she was sitting on ground by a large spring water. She saw the glitters on the water by the stars. She watched at the wonderful stars. Suddenly the angry clouds came and hid the stars. It very soon rained. Jaide cried out, "Oh, you clouds are very rude. You look more angry. Why? Go away." In a moment the rain ceased and the clouds came to Jaide. In a minute Jaide found that she sat on the clouds. The clouds smiled at her and Jaide cried, "Oh, what are you doing with me? I guess, you are taking me to that star which I loved it. Are you?" In a few minutes Jaide found that she was a hundred miles away up in the air from the earth! The clouds still carried Jaide; faster and faster until the kind clouds get tired. Then the clouds rested for a while. Then they flew faster than before. "Good-bye-Good-bye-Good-bye Home!" Jaide said, looking down at the Earth. Up, Up, Up, Jaide went on the clouds. She saw that the earth was getting smaller and smaller. She turned to the dear star and found that it was getting larger and larger. Jaide wondered very much and at last she cried out, "Will I ever reach the earth again? Am I going to stay in the beautiful new world? O, I would cry as hard as I could if I will never reach my dear home." The clouds smiled and Jaide turned toward the bright sun. The sun looked very pleased and said, "You are only one that I ever saw any one who travel from one planet to another. You are brave, indeed, I know." The sun smiled at Jaide and Jaide laughed. Up, Up and Up Jaide went. Thousands and Thousands of miles she went. Her long fair and curly hair waved. She thought that two months had passed. And she began to feel as if she was a fairy. She turned to the star and saw that she was very near it. She laughed at the star. In a few minutes here she was in a most beautiful world and she thanked the clouds but the clouds followed her. "How beautiful this world is!" She thought. She saw neither body nor neither animals ex-

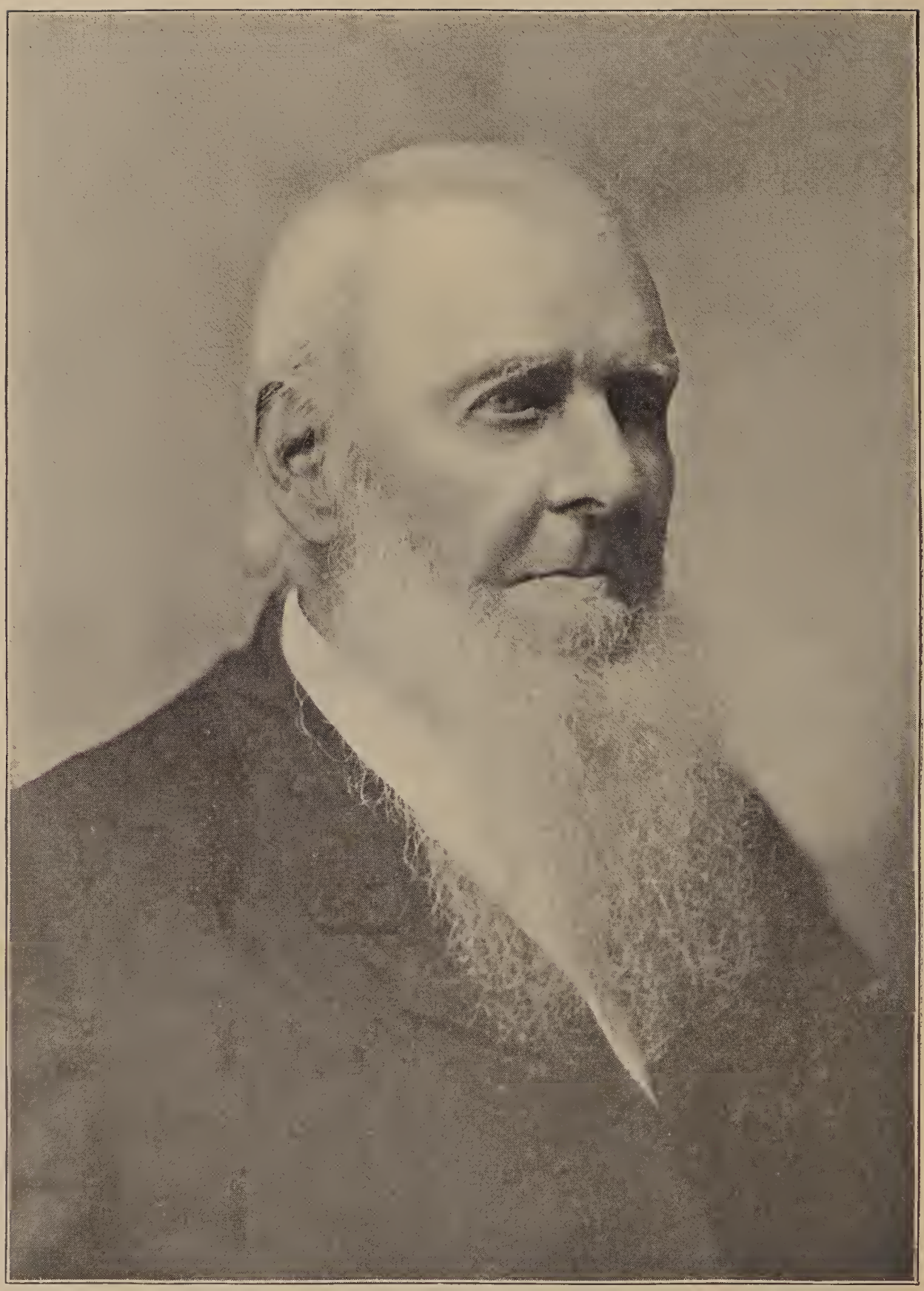
cept beautiful palaces, castles and beautiful gardens with sweets. She picked up the sweets and ate them but she never felt the taste. She visited the palaces and she visited the beautiful new world. She quite forget all about her home. She wandered and enjoyed her visit exceedingly. By-and-by she turned to the clouds and said, "Now I am very tired of visiting. I must go home now. Will, you please carry me. Will you, Oh please. Did you follow me all the time whilst I was visiting? How beautiful this planet is?" Jaide saw and visited all over the golden and jewel palaces. She of course never saw a golden or glass nor silver, palaces before. When she was leaving this star she saw a great many beautiful fairies watching her. She shouted. "Hurrah Fairies! I thank you very much and I enjoyed myself very much. Good-bye, Good-bye." Off Jaide flew as fast as ever on the great clouds. Her dress and her hair waved in the air. She anxiously watched the Earth. For a long, long, time she felt very tired of riding over thousands of miles. Down, down and down she went and big tears rolled down her cheeks and the clouds said to each other, "We must go very very fast for her. Look at her face." The clouds sailed as fast as lightning. In a moment they cried, "Bo, bo, bo" Jaide did not know what the clouds meant of it. So she turned to the sun and seemed to question him why the clouds said that. The sun knew quickly and the sun said that the clouds meant of it that the angry wind was coming to beat the clouds and the clouds were going to burst." The sun frowned at the clouds and the clouds were frightened of the sun. And the clouds flew faster and faster. Jaide was very glad when she saw that she was about two dozens of miles from the Earth and the clouds cried out, "Bo, bo, bo." Jaide was very much frightened and in a minutes the clouds burst! and rain fell. Poor Jaide fell. Away she rolled and rolled; very very fast down to the earth but she fell into the great ocean. When she fell upon the rough and cold water she saw some large fishes swimming and they were frightened of Jaide. Then Jaide screamed.

Something made her to wake. There she was in bed in the hospital. There her dear father stood beside her. There were two nurses near her. Jaide's father smiled at her but he had tears on his eyes. The nurses and Mack knew that Jaide was dreaming. Jaide blushed and she joyfully rose up and put her arms around her father's neck. Jaide was surprised to see the victories on his breast. She was happy when she heared that her father was succeedful. Jaide felt much better. After a few days Jaide was quite well and her father took her to a beautiful palace where the Prince and Princess lived. He introduced Jaide to them and to the Duke and Duchess. The people praised Jaide for her bravery.

Jaide Mack received a splendid prize.

Then she lived happily with her father in a beautiful Home.

By Christy R. McKinnon.



Edmund Booth

1810-1905.

(PHOTOGRAPH TAKEN IN 1901.)

EDMUND BOOTH: A LIFE SKETCH.

FRANK W. BOOTH, MT. AIRY, PHILADELPHIA, PA.

Edmund Booth was born in Chickopee, near Springfield, Mass., on August 24th, 1810. He died in Anamosa, Iowa, March 29, 1905, having attained the great age of ninety-four years, seven months, and five days.

He was made deaf at the age of four and a half years by spotted fever, a disease now better known as cerebro-spinal meningitis. His father had been sick and had died after a few hours' illness of the same disease, and the boy Edmund remembered it and remembered attending the funeral. In his autobiography[1] he writes of his illness, thus: "Three days after father's death I was down with the same disease. It was at that time prevailing generally in New England. Of that sickness of three months' duration I know nothing whatever beyond what I have been told. Death was expected and my grave clothes were made ready. They tell me my brain was affected and that I was delirious. I only know that I lost hearing, save a little in the left ear, and the left eye wholly."

The hearing that remained in the left ear was sufficent to give perception and understanding of words if spoken in a loud voice close to the ear. The autobiography, speaking of this hearing and its loss, says: "It so continued until the age of seven or eight when, with another boy, I spent nearly a day sporting in an old pond. The next morning I was totally deaf and have so continued since."

The boy it seems early learned to read and he gives his recollections of the manner of learning his letters as follows: "How I learned to read I don't know, but remember taking Noah Webster's spelling book and running down the A, B, C's, repeating three letters at a time, as in poetical measure—*A, B, C; D, E, F;*

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[1]The Autobiography of Edmund Booth, in manuscript: written in response to urgent and repeated solicitation of his children.—F. W. B.

G, *H*, *I*; and so on, as fast as I could speak, and this was soon after my father's death or when I was four or five years old. It seems to have been the poetical jingle that fixed them in my memory. Thinking more closely on this matter, I have a dim recollection or impression of my mother taking a straw from the broom, seating me on her lap, and pointing to each letter of the alphabet and naming it." Continuing on this subject, he says; "Mother afterwards said she sent me to school but the teachers said they could not teach me, so she took me on her lap and taught me the one-syllable words—ba, be, bi, bo, bu, by, etc. This, too, was so like poetry that I soon memorized the whole. I could hear a little in the left ear at the time, and until eight years when it left me in a night as already described."

A few pages farther on the autobiography speaks of early school experiences thus: "My boyhood passed much like the boyhood of others around. I attended school, mostly in summer and winter, staying out in summer only when assisting father [his step-father], 'over the river' as we called it, as already described [working in the tobacco field]. In school, before losing hearing entirely, only two teachers ever spoke to me. It required too close proximity of mouth and ear to be convenient or perhaps pleasant. These two teachers were young ladies. One was Eunice Cooley..... The other was a cousin, Margaret Booth..... Like Eunice Cooley, Margaret heard me in the spelling class which none of the others did."

When twelve years old the boy Edmund went to live with his Uncle David Booth, a man of "general good sense," who "never over-worked his boys, was careful in business matters, and prosperous." After four years the uncle died, and his farm came under control of his son, a man quite the opposite of his father in nature and disposition, and with whom Edmund continued to live for a year, or until he was seventeen years old.

But before the death of his uncle, an event happened that turned the current of the boy's life abruptly into a new channel, one that meant for him a career of development and usefulness of which his earlier years had scarcely given promise. The autobiography recounts this event, with the results following immediately upon it, thus:

"While living at Uncle David's—brother to my father—in the spring of 1827, a man called and wished to see me. His name was Flavel Goldthwaite, son of an old neighbor who, with his family, lived a mile or so down street. I was called into the parlor where he was and he began to use the hand alphabet, with which I was familiar, and now and then a sign, the language of the deaf. He told me of the Hartford school and that I could go there for education. I was then sixteen years old, and no one had ever hinted the possibility of my going. This Flavel Goldthwaite was foreman of the cabinet shop of the institution. That evening I went home, a mile or so north, and told my mother. She became at once interested and, in a day or two, came to Uncle David's. Uncle was against my going, said perhaps they would not accept me because I could speak. Mother was not discouraged and insisted on trying. The family said nothing to me till I mentioned it next day. The objection was repeated and opposition manifested. What they wanted was my work on the farm. Mother did not give up nor rest till a letter was written to the governor of the state, signed by the clergyman, Baxter Dickinson, Mr. Ely, Justice of the Peace, and two or three others. A reply came from the Secretary of State that the quota of Massachusetts was full and that I should have the next vacancy. In the spring following a certificate of admission came from the Secretary, and in May, 1828, I entered the Hartford school. Railroads were then unknown and my brother Charles accompanied me, going by the public stage, 22 miles to Hartford.

"On arrival at the hotel in Hartford, Charles saw a friend on the sidewalk. This latter entered the coach and rode with us to the 'Asylum' as it was and still is called[1]..... The coach stopped at the front door and we emerged therefrom. A few small boys came around with curious looks, the nearest, with bright, eager face and quick eyes, scanned me from head to foot, glanced at Charles who was talking and attending to the baggage, motioned to the next nearest boy, then to me and said I was *a new pupil.* I did not understand then, but guessed and remembered these simple signs.

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[1]True when this was written. The word "School" has since been substituted for "Asylum" in the title of the institution.—F. W. B.

"We entered the hall, and in a few minutes Mr. Gallaudet, the Principal, came. He talked with Charles, wrote down some notes, made a few signs to me to ascertain if I understood and I did not, and left. Charles and I went into the boys' and, next, the girls' study or sitting rooms. It was all new to me and to Charles it was amusing, the innumerable motions of hands and arms. After dinner he left and I was among strangers but knew I was at home. School opened for the term next day..... Commencing in school in Hartford I was placed in the third class, of two and a half years, W. W. Turner teacher, the first or highest class being that of the Principal, T. H. Gallaudet, the second being Laurent Clerc's. The mode of teaching was by natural signs and sentences dictated by word signs..... The time in school was limited to four years. That time expired with my class in a year and a half. The legislature of Massachusetts had been asked and had granted an extension of one year to those pupils best qualified, and with these I entered Clerc's class, Mr. Gallaudet resigning and Lewis Weld taking his place. Weld was an old Hartford teacher, but had been Principal of the Philadelphia school four years..... When having a year more to stay and complete the four allowed by law, I proposed to Mr. Weld to retire and begin life for myself. He objected and persuaded me to remain, he to have John O. David, William Earnest and myself recite to him one hour daily..... I stayed of course. We recited to Mr. Weld. It gave me a clear insight into his real nature. Kindly at bottom and honest, with whatever sternness appeared on his exterior. In two weeks F. A. P. Barnard, a new teacher of a new class, became poor in health and obtained a two weeks' leave of absence. J. O. David was sent to teach Barnard's pupils. After two days Mr. Weld sent me to take David's place. This was in the last days of the summer term, 1832. Barnard stayed away longer and, after a four weeks' vacation, I resumed the work of teaching his class until spring. My time—four years—was now out and I had packed to leave next morning as had many others. In the evening Mr. Weld came into the boys' room and beckoned me to follow him into his office. There he proposed that I return at the close of the then commencing vacation of four weeks, and he would

secure me a position as permanent teacher. And so it came about. The F. A. P. Barnard mentioned above died recently [1890], aged 80, having been President of Columbia College, New York City, for 25 years. He was a superior man and could not stand subordination to any one. Neither could Weld or H. P. Peet, and Barnard was under and quarreled with and left both. In the class of Barnard's and which I—still being a pupil—taught eight months, was the girl, Mary Ann Walworth, 14 years old, that, years later, became my wife. This last event happened in 1840. Barnard returned and resumed his old class and a new one was assigned to me."

As a teacher Mr. Booth continued his connection with the Hartford school until the summer of 1839, a period of about six years. The autobiography covers the period briefly, referring his children to a series of articles published some twenty-five years since in the Deaf-Mute Hawkeye, the paper printed at the Iowa Institution at Council Bluffs, for a fuller account of his teaching life and experiences. He was undoubtedly a successful teacher, and would probably have continued teaching indefinitely had the salary that he received been sufficiently attractive, but it was scarcely that, as the following paragraph in the autobiography shows:

"The Asylum being a corporation, state legislatures had no control. The Directors never visited or inspected and the Principal was the medium that connected the school and the executive committee. I began teaching on the old established salary for those who had been pupils—such as Whiton, Loring, and Spofford—$250 a year, and was told that paying more would cause dissatisfaction in the three named. The sum was barely enough to live on and all of us ran into debt. Board and its attendants, fuel, lights, washing and traveling expenses more than took up the amount. It looked like the policy of keeping men by compelling them to live on today the earnings of tomorrow. It was dishonest and my mistake was in accepting the position under the circumstances. The salary was increased yearly $100 till it reached $550 and then $50 was added. Loring and Spofford resigned inside a year after I commenced. In 1834, with Mr. Weld and two pupils, Holmes of South Carolina

and Perkins of New London, Conn., I sailed from New York to South Carolina and Georgia. Had exhibitions before the legislatures of those two states, and both passed laws sending pupils to Hartford.[1] On our return Mr. Weld urged the executive committee to increase my salary. The lion in the way was the pay of Whiton and all other deaf teachers in the hereafter would have to be raised also. So nothing was done. The thing being a corporation no appeal or voice could be raised in a legislature and trustees elected who could and would hear and decide. The excuse that we had been educated by charity was too shallow but was in accordance with the limited views of the times.....

"I resigned as teacher in the Hartford school in May, 1839, glad to be free and my own master. The world was open to me and the west was bounded only by the Pacific. Spent some weeks in Springfield and Suffield, where parents and brother Henry resided, sister Hannah at Springfield. They all disapproved of my intentions of going west. Aunt Evarts said: 'You must not go west, for you do not know the way.' I had my own views and was weary of being under others whose ideas never extended beyond their own wants, wishes and immediate surroundings."

It will be seen from the extracts from the autobiography above that Mr. Booth had every business reason for giving up teaching as a profession, though it was a sacrifice, for he was a natural teacher and loved the work; but there were other reasons than those of a business nature that had weight in determining the sacrifice. He had had an attack of lung fever or pneumonia at some period in his Hartford career, and it had left him in a condition such that the confinement of his work told on his general health. He felt that he must leave the work and seek an out-door life in order to preserve his health. Then the young woman, his former pupil, and who afterwards became his wife, had, after completing her school course, gone west, emigrating with her family from her New Hampshire home to Iowa. Thus did the conditions conspire to bring about a second abrupt change in the cur-

[1]A journal containing a full account of this trip to the south was kept by Mr. Booth and is in the possession of his children. It will have publication, as a matter of interest to the profession, later.—F. W. B.

rent of his life, this change to mean for him the career and life of a pioneer on the then western frontier.

So eager was the young man to get away from the old and to begin with the new, that, having resigned his position in the Hartford school in May, the following month found him already with his face to the west and his long journey begun. It was a journey of some thirteen hundred miles that was before him, for Iowa was his destination. The journey by railroad—two short lines in New York, stage, canal, lake steamer—from Buffalo to Chicago, stage again, and on horseback, was to bring him in sixteen days of actual travel to his objective point, where friends, including the young woman who later became his wife, were located. This was at Buffalo Forks, afterwards Fisherville, a settlement about a mile and a half from what is now Anamosa, Iowa.

But one incident of the journey was out of the ordinary. It occurred after leaving Chicago, a village then of possibly twenty houses, and while stopping at Galena, a small town near the Mississippi. His appearance so nearly tallied with a hand-bill description of a fugitive murderer from Ohio—calling for a tall man, with one eye and black hair—that he was detained and his baggage examined before he was allowed to proceed on his way. The fact that his hair was light, not black, was probably the evidence in his favor that preserved to him his freedom.

Upon arrival at the settlement at Buffalo Forks, the new life began, and it was that of the typical pioneer.

Mr. Booth accepted the first thing that offered in the way of employment, and worked at mill and dam building, receiving therefor seventy-five cents a day and board, which was regarded at the time as pretty fair wages. Soon after his arrival, he was followed to the west and joined by several members of his family —his mother, a brother and his wife, a sister and her husband, and two nephews. In company with his brother-in-law he built the first frame house in what is now Anamosa, and in this house he was married. The young woman who became his wife was Mary Ann Walworth, a deaf girl and a pupil in his first class at Hartford, who had with her parents, a sister, and three brothers preceded him in the removal to the west.

A farm near what is now Fairview, four miles from Anamosa, was soon acquired, a log house erected upon it, and the life of a farmer begun. Money in those times was not plentiful and privations of every nature were endured. A wagon was of course a necessity for farming purposes, but without money to purchase the only way to get one was to make it. The autobiography gives account of the wagon making as follows:

"Brother Henry and I had no wagon and no money to buy one. Could be obtained only in Dubuque, fifty miles away, price $80 or more, and I concluded to put my knowledge of carpenters' tools to use. Found a log by the road-side 20 inches in diameter, that had been cut and removed out of the way by the men who had laid out the Military road..... Borrowed a cross-cut saw, two-inch auger and 1½ inch chisel. Sawed four wheels from the log, each about 5 or 6 inches wide. Bored a hole through each and with the chisel cut out the centre four inches diameter. Made axle-trees, fixed a reach that would work easy and allow turning around, and with stakes at all the corners, had a very convenient wagon for logs, wood and so forth."

Farming was measurably successful, bringing the family a fair living and some accumulation. In August, 1841, the voters of the county elected Mr. Booth to the office of Recorder, each of the four precincts in the county giving him its entire vote except one, the home precinct of his opponent for the office. He was twice re-elected, two years each term, and was then nominated for the double office of Recorder and Treasurer, but declined the nomination, the duties of Treasurer requiring him to employ a deputy and be responsible for him and to live at the county-seat, which he was unwilling to do. Through the influence of a brother-in-law who was a member of the Territorial legislature, Mr. Booth, in 1844, was elected to the office of Enrollment Clerk of the House, serving to the end of the session.

The life on the farm continued until the spring of 1849, when, gold having been discovered in California, our pioneer, spurred to it no doubt by sight of the throng daily passing his door on their way to the new Eldorado, decided to join them and seek fortune in the gold diggings. So leaving his wife and two children in charge of his brother, with another man, a wagon and

three yoke of oxen, he "started for the land of gold," as he writes it in the autobiography. It was a long journey, occupying nearly six months, and full of hardships. Of the company of sixty of which he was a member, three died of cholera on the way, and Mr. Booth was another who was seized with the dread disease, but, probably by reason of his great vitality, he was able, with the medicine given him by the captain of the train, to pass the crisis and recover.

Five years he remained in the California diggings, meeting with average success in finding gold, but with probably more than average prudence he saved his money as he made it so that at the end of the five years he deemed that he had sufficient to warrant his returning to his home and family. This he did, making the journey this time by way of the Isthmus of Panama and up the Mississippi River. It may be related that money sent from California to his wife in Iowa, was invested by her in the purchase of land for a home—a five acre tract—near Anamosa, and this tract is today the central business and residence portion of the town.

Upon the return from California farming was again entered upon, this bidding fair now to become a life occupation. But within two years, or in 1856, a newspaper, the Anamosa Eureka, was started in the village, and Mr. Booth being asked to contribute an article for the first number did so. He was probably the one man in the county at the time with any decided literary bent, so the invitation extended to him to contribute was a natural one. To his surprise the contribution, instead of appearing as an ordinary signed communication, was put into the paper as the leading editorial. The next week's contribution and others following were similarly treated. And so it came about: he was virtually the editor of the paper, or at any rate the leader writer, from its beginning. After a year or two, the owner of the paper, who was a druggist and not in any sense a newspaper man, becoming tired of his venture and wishing to sell out, Mr. Booth bought a half interest, mortgaging his farm to do so, while a practical printer bought the other half. But ownership of a newspaper did not, for a time at least, mean giving up farming. In truth the newspaper was hardly profitable enough at that time

to support two families, and Mr. Booth has often related that for some years his printer partner lived off the office while he lived off his farm. However, in the course of time the farm was sold and the office came into his sole possession, remaining so until a few years later when his elder son, who had learned the printer's trade in the office, became his partner in the business.

Little needs here be said of Mr. Booth as an editor. He was always a clear, vigorous writer, and outspoken in the expression of his convictions, and his editorial utterances on vital questions of the hour were always looked for with interest and widely read and commented upon. He was of the Horace Greeley type of man in character, possibly also in native ability, and, had he been able to hear, his career in journalism might have been notable or ever illustrious. The older son Thomas, in the life history which he prepared of father for the columns of the Eureka, gives incidents of his career and personal reminiscences that the writer feels will be of interest to the general reader. The following paragraphs seem especially fitting for reproduction in this sketch as delineating personal characteristics and habits of life that in themselves furnish a picture of the real man that we would have preserved:

"Though father came to this place in 1839, and more than once saw deer passing over what is now the site of this city, he never would give up his books and papers, and the older settlers will recall his fixed habit of reading far into the night —often until one or two o'clock in the morning. While living at the village of Fairview, four miles south of Anamosa, his habit was to foot it to Walnut Fork—now Olin—about 20 miles for the round trip, once a week for his mail, that being the nearest post-office for a considerable period. He brought with him from Hartford, Conn., a choice library of standard works, prominent among them being Shakespeare, Walter Scott and many other authors of prose and poetry with whose productions he was perfectly familiar. This writer remembers very distinctly sitting on his lap before the big fireplace in the log house, when a child, and listening with supreme delight to the stream of poetry which his wonderful memory could pour out at a moment's notice.

"Someone once said that to sit on one end of a log with Mark Hopkins on the other end was equivalent to a liberal college education. We trust that we may not be accused of undue pride if we suggest that there was something of a verification of this fact in the life of him who is no more with us. For several years after his return from California in the spring of 1854, we spent many days of the fall and winter months in his timber three miles south of Anamosa, getting out rails, posts and stakes for the Cass farm and ties for the Dubuque Southwestern Railroad. The noon hour always found us sitting on some log or pile of posts eating our dinner, during which father invariably discoursed, in a most interesting and instructive way, on some public theme, historical fact or personal reminiscence that never failed to delight the boy heart and lighten the burden of rough toil. And so it was in coming or going to the woods or the farm —behind the slow-moving white oxen—and when taking dinner in the harvest or hay field. Small gossip father detested, and never did he indulge in discussing the petty affairs that so often constitute the principal conversation of some. This was the habit of his life, and among the most vivid pictures of our earliest remembrance are those little groups where he was always listened to with seemingly eager attention by friends, neighbors and even strangers when he was called out on some topic of mutual interest. In later years when the evening's work in the printing office was ended, the 'boys' liked nothing better than to get father 'started'—it mattered not whether history, or philosophical meditations, or kindly suggestions as to good habits and the better ideals of life came uppermost in his thoughts—he was always original, earnest, wholesome, and never did we know him to make a vulgar allusion or allow an unclean word to pass his lips.

"In all his business relations likewise father's record is absolutely without spot or blemish. Grasping for the almighty dollar and stunting the soul and burning out the nobler impulses for the sake of piling up mere wealth were utterly abhorrent to his nature. In truth he was often too generous for his own good; in his dealings with his fellows the advantage always went the other way, and we do not believe he ever defrauded a man out

of a penny or ever was guilty of a small or mean act in his life. His generous spirit, nobility of nature and broad humanitarianism made such things impossible to him.

"Father went to the world's fair in Chicago in 1893. There was a world's congress of the deaf, including teachers and others, held in the Art Institute Building, and he came into their midst with his two sons. Several of these teachers recognized him and hurried toward him with hands and fingers flying. Instantly there was a rush, and greetings and introductions and demonstrations of affection followed that were to the writer pathetic beyond the language of pen or tongue to describe. There stood father in the midst, six feet, two and a half inches tall, and of massive frame, and, like King Saul of old, 'higher than any of the people from his shoulders and upward'—a veritable patriarch among the representatives of his class from the four quarters of the globe. He was then the oldest living ex-teacher of the deaf in the United States, and probably at the time of his death there was not another in the world who exceeded him in age."

Since the death of the beloved wife and mother of the family seven years ago, father in his great loneliness has not wished longer to live, so that death when it came was indeed for him relief and release, and we may well believe it brought him full reward and rejoicing.

Among the numerous evidences of the esteem and respect in which he was held in the community where he had lived his long life, were the closing, during the hour of the funeral, of all business houses and the adjournment of the District Court then in regular session.

A letter to one of the sons, read at the funeral, from a minister, Rev. S. F. Milliken, formerly resident at Anamosa, contains the following flash-light view into the depths of father's nature which will be recognized by those who knew him best:

"The long battle is over and your strong-souled father has found rest at last in the Everlasting Arms.

"I can never forget how, soon after your mother's translation, he thrilled me with two words. I had written with his pencil some heartfelt appreciation of her worth and of his great loss. He read the lines slowly—then, lifting his right hand, said

in full tones, though there were tears in his eyes, '*Storms Strengthen.*'

"His faith, his hope, his love and his resignation shone like the sun in those words. He has finished his course. It was time for him to rest.

> " 'Sleep after toyle, port after stormie seas,
> Ease after warre, death after life doth greatlie please.' "

In father's many years as an employing publisher, a goodly number of boys and young men came within the range of his example and influence, and the testimony is universal from them that impressions made through contact and association with him, and lessons of truthfulness, honesty, and manliness drawn from his lips, all have had lasting and guiding effect for good upon their lives. One of these young men was John N. Davidson, now a minister at Dousman, Wisconsin, and among the most gracious and touching of the many tributes tendered to the memory of their old friend and mentor are the following lines from his pen:

NINETY YEARS OF SILENCE.

His mother's songs he heard; then silence fell.
To him all noiseless was his schoolmates' play
And birds with songs unheard filled all the day.
"Sad, sad," men sighed, "that he apart must dwell
As in a voiceless world." But let his life's work tell
How strong the resolute soul; how mighty they
Who beat beneath their feet the fears that sway
The timid and the weak. A proud farewell
We speak, for thou hast stood life's testing pain.
Thou wast the conqueror of thine adverse fate,
Sight of the soul, far reaching, thou didst gain;
Cry of the wronged made thee articulate:
Rights of the dumb thou didst with might maintain;
Deeds like thy Lord's: these we commemorate.

AN ORAL CHAPEL SERVICE.

J. A. McIlvaine, Jr., Mt. Airy, Philadelphia, Pa.

Not long ago there went the rounds of the institution press a discussion of the relative values of signs and spelling in conducting chapel exercises. So much has already been said on the subject that for fear of being wearisome I will at the outset disclaim any intention of reviving the issue, or of being partisan to either of the two, or to any other method.

While services in signs predominate in American schools, to the best of my knowledge and observation pupils so instructed cannot be classed as being superior morally to those of schools where speech or spelling is employed. It is quite beyond me to say which method is the most effective in the cultivation of the pupils' moral nature in so far as chapel exercises are responsible. Furthermore, just how much of this moral training depends upon chapel services, how much upon school-room influence, and how much upon environment I do not presume to know. For these reasons I hesitate to pass judgment on the methods so readily as he did who implied that signs were essential to salvation. I hesitate, I say, notwithstanding my somewhat varied experience with chapel service. Throughout my school and college careers I attended services in signs, enjoyed them thoroughly, judging from my never failing daily attendance, and, I dare say, profited more or less. Even to this day I can recall most vividly impressions received on these occasions over twenty years ago. Later, when first a teacher in the manual department of this school, where signs were rigidly excluded, I gave my Sunday chapel talks by means of spelling alone. I well remember my first effort, so fraught with diffidence, fear, and misgiving. It was not long, however, until I became convinced, in spite of my most confirmed belief to the contrary, that the pupils understood and assimilated almost, if not altogether, as much as if I had addressed them in signs. That spelling was on

these occasions used effectively may be attributed to the insistence upon the use of spelling alone in the school-room.

Later still, when transferred to the advanced department, and assigned a turn in conducting chapel services orally, I regarded the whole proceeding as a howling farce. To thus address an assembly of deaf children was to my mode of reasoning a most ridiculous performance, and for a deaf person to do so appeared to me the height of folly. I concluded that at last I had become party to a case so often expressed as analogous to "the blind leading the blind."

Much as I was mistaken in my theories and preconceived notions in regard to spelling, my ideas concerning oral services were still more so. This I soon discovered through casual questioning and sundry evidence. As to my defective speech having any bearing in the matter, I could not discover that it increased the difficulty of the pupils' understanding to any perceptible extent. It was to them entirely a matter of speech movement or speech formation, not of articulation. So much for a personal foreward for which I trust I shall be pardoned.

The discussion alluded to at the beginning of this article has suggested the question as to why the oral service was omitted from the issue. If I am rightly informed, it is used in a greater number of schools than where spelling to the exclusion of signs is employed. Whatever the reasons may have been for the omission I cannot but infer that it was due to the all too common belief that oral services are merely perfunctory, devoid of stimulus, and for the most part incomprehensible.

As I proclaimed at the beginning, I have no ulterior purpose of advocating oral services. I still believe there is something to be said in favor of signs and spelling. However, I wish to refute the allegation that pupils understand little if anything of a service through speech, and consequently derive practically no moral benefit therefrom. At the same time, I wish to answer the oft repeated question as to how much is really understood. To do so I present herewith an experiment which I think will furnish a fair basis for judgment.

The usual form of chapel service, consisting of a text, enlarging upon the same, illustrating with short historical stories,

biographical sketches or anecdotes of a character to interest and elevate, and then applying or moralizing, was not deemed a sufficiently thorough test. The incidents are usually too brief and with few sequences; historical stories may be only a repetition of what has been previously read or heard; biographical sketches, in like manner, may have become familiar, and may also have much omitted, or little attention paid to sequence and still remain biography. For my test a connected story of reasonable length, thoroughly unfamiliar to the pupils, and interesting enough to hold close attention was decided upon. Such a story was found in Dr. Henry Van Dyke's admirable little book entitled, *The Story of the Other Wise Man*, published in 1904. The time occupied in delivery was about twenty-three or twenty-four minutes. On the large wall slate back of the platform were written the appended notes:

Artaban, Persia,
Borsippa, near Babylon,
Sign in the sky,
A sapphire, a ruby and a pearl,
A dying Jew,
The sapphire to buy camels,
Bethlehem,
A mother and baby,
The ruby to the soldiers,
Egypt,
Wandered thirty-three years,
Jerusalem, The Passover,
Golgotha,
A girl seized for father's debts,
Christ or the poor girl?
The pearl to save the girl,
The earthquake, His death.

From the foregoing it will be observed that the notes were composed mostly of proper nouns, unfamiliar phrases, as *sign in the sky, seized for her father's debts*, etc., and a few points particularly to be borne in mind. No one will deny that such notes lend considerable aid, whether employed in connection with a delivery in signs, spelling, or speech. The particular point to be emphasized, however, is this: Did the pupils understand anything; and if so, how much?

In answer to this question the pupils were asked to reproduce the story voluntarily. The attendance of about one hundred sixty precluded the adoption of a more thorough and conclusive test. The request being by no means peremptory, as was expected, only a small number of the pupils, eleven, volunteered. This should not be taken as indicating that they were the only ones who benefited. Far from it. To listen to a discourse is one thing; to subsequently express it in written form, quite another. Because a pupil may be unable to reproduce, provides nc reason for supposing he did not understand. How many of us after attending a lecture of absorbing interest can sit down and write much more than a synopsis of what was heard, and how many would, if asked, volunteer to do so? Would this mean that we had not benefited? Moreover, at the time a story or moral is given, some children, whether deaf or hearing, may be unable to have it fixed in their minds. After the lapse of several years, when having acquired the means of ready expression, they may recall the early impressions and put them into language. This fact is so well known as to hardly need comment.

While lacking positive proof as to the number of pupils reached with this story and its moral, I nevertheless have every reason to believe that, had I discoursed in signs or spelling, I could hardly have obtained more gratifying results.

Herewith are presented the reproductions of two of the pupils, neither of whom had ever heard the story before. The papers were written unaided, and are given here in their original form. While neither of them is the best of the collection, they are presented for reasons subsequently set forth.

The first is that of a semi-mute, twelve years of age, not quite three years in school:

THE OTHER WISE MAN.

Once there lived in Persia a man named Artaban. He was a rich and wealthy man. One night nine men met at his house to hear the story of the Birth of Christ. Artaban told them that he wanted them to go with him to see the child Christ, but every one of them made an excuse. Then he went to the three wise men. He asked them to take him with them and they told him to meet them at Borsippa near Babylon in ten days. He must leave Persia when he sees a bright star in

the sky. This he agreed to do and sold all his property and bought a ruby, a sapphire and a pearl. One night he saw a bright star and sat out on his journey. He rode on and on, and on the evening of the tenth day arrived at Borsippa. While he entered the city he saw a poor dying Jew lying on the road. He jumped off his horse and gave him some medicine, fanned him and gave him water, and very soon he arose and was well. Now in the mean time the wise men were waiting for him but he did not come so they went off. It was a dark night and Arataban went into the city, but the Wise Men had gone. He was very much dissapointed and turned back. Then he got lodging for the night and the next day had to sell his sapphire and bought camels and things needed to travel over the desert. He set out that day and came to Bethlehem at last and asked the people where Christ was and they told him that he had gone to Egypt. Arataban got in Bethlehem three days later.

Now Herod was killing all the babies in Bethlehem, and Artaban took lodging in a house where a woman with her baby lived. The soldiers came and were about to kill it but Artaban told them not to and gave them the ruby so now he had only the pearl left.

The next day he went on his journey into Eygpt. He treated every body he met very kindly but could not find Jesus. He went back and attended the feast of the Passover in Jerusalem. He searched for Jesus for 33 years.

When he was in Jerusalem he saw a crowd of people and asked them what was the matter. They told him that Jesus was going to be crucified. He made his way through the crowd but did not come to where Jesus was. As he was making his way through the crowd he saw a little girl captured by the soldiers to pay her fathers debts. The little girl prayed to Artaban to save her and he thought which was the better to give the pearl to save her or Christ's life. At last he gave it to the soldiers and they set her free. Then there was an earthquake and a brick struck him, and he fell dead. He never saw Christ on earth but afterwards in heaven. This teaches us that Christ wants us to live a good kind life rather than give him presents of gold, silver or precious stones.

This reproduction is the work of a particularly bright pupil, and is given as an example of what may be accomplished with barely three years' instruction in speech-reading. It seems highly improbable that a better account could have been rendered by one much older and possessed of hearing. If this boy of twelve can profit to the extent that his reproduction would indicate, surely those older and in school longer than he, should be able to derive some benefit from such services, which ordinarily are much less difficult to encompass than this one.

The second reproduction is appended likewise, just as it was written. It is that of a congenital deaf girl, of ordinary intelligence, seventeen years of age, and ten years in school:

THE STORY OF THE OTHER WISE MAN.

We all know about the Three Wise Men who followed the star in the east to find Baby Christ. There was another wise man beside three ones. His name was Artaban. He lived in Persia and had a lovely large house and large farm. He was very wealthy. He was very good and wise, and knew about the stars. One night nine other men talked with him about the birth of Christ. He said at that time Christ would be born. He asked them to go with him. They all said they could not because some of them did not want to leave their wives nor children, and the others said they were too old to go. Artaban took three wise men to go with him. They lived in Borsippa near Babylon. He sold his houses and farm and bought three precious stones, sapphire, ruby and pearl. The three wise man told Artaban that they would wait for him only ten days. Artaban started and almost reached Borsippa, but on the way he saw a dying Jew lying on the ground and stopped to help him and soon he recovered. Artaban reached Borsippa and found out that the three wise men were gone. He was very much disappointed. He sold a sapphire and bought camels. He rode to Bethlehem and arrived there three days after the birth of Christ. Christ had gone to Egypt to prevent King Herod from killing him. One day Artaban was eating in a house where a woman and her baby lived. The soldiers sent by Herod to kill the babies entered the house. Artaban gave a ruby to them to save the baby. For thirty three years he wandered about and could not find Jesus Christ. On the way he helped many poor, sick, blind and lame people. At last he arrived at Jerusalem for Passover. He saw a large crowd and asked the people what the matter was. They said that Jesus was going to be crucified. He wanted to save him by giving a pearl to the soldiers. While walking through the crowd he found a girl seized by the soldiers to pay her father's debt. He began to think to whom he would give a pearl to save Christ or the girl. At last he gave the pearl to the soldiers to save the girl. Jesus was crucified and died. There was an earthquake and a piece of brick fall down from a chimney and hit Artaban's brain and killed him. He died without succeeding in meeting Christ. But in Heaven he might meet Him. This story teaches us that Christ is more pleased to receive our good deeds than the presents as gold, and precious stones.

The ability to reproduce and the means of ready expression may be somewhat lacking in this illustration. Yet it is plainly evident that the understanding was hers. This, too, was obtained while occupying a seat most remote from the platform.

The fact that this was a graded chapel talk may have enabled me to get within better comprehensive range of the pupils. Few schools would find such a classification practicable by reason of their smaller size. Yet an oral school under the disadvantage of having all grades attend the same service could just as well have the exercises adapted to the average mind, as is done in small schools where signs or spelling is the medium.

As for the youngest pupils, I can hardly approve of their attending chapel talks at all. They get practically nothing during their first two years at school whether spoken, spelled, or signed to, aside from the discipline of enforced quiet. The school, Sunday school, and the actual experiences of every day associations offer abundant occasions for laying the foundation of their moral nature.

PROGRAMME OF THE SEVENTEENTH MEETING OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF.

The Seventeenth Meeting of the Convention of American Instructors of the Deaf will be called to order, at Morganton, North Carolina, July 8, 1905, at eight o'clock in the evening.

Mr. E. McK. Goodwin, Superintendent of the North Carolina School, has obtained passenger rates of one and a third fares for members of the Convention on the certificate plan, good to return two days after the Convention closes. He advises members, however, to purchase summer season tickets to Asheville and return. These Asheville tickets are as cheap and in some instances cheaper than the rate granted the Convention under the certificate plan, and they are good until October 31, and allow stop-over at various points. Further information concerning the local arrangements for the Convention has been or will be sent by Mr. Goodwin to the heads of the several schools. All persons intending to be present at the meeting should notify Mr. Goodwin as soon as possible.

The officers and the committees of the Convention are as follows:

President, Dr. E. M. Gallaudet, of Washington, D. C.

Vice-President, J. W. Swiler, of Wisconsin.

Secretary, J. R. Dobyns, of Mississippi.

Treasurer, J. L. Smith, of Minnesota.

Directors, W. K. Argo, of Colorado; Mrs. J. C. Balis, of Ontario; and J. W. Blattner, of Texas.

Chairmen of Committees: For the Normal Section, J. W. Jones, of Ohio; for the Oral Section, E. A. Gruver, of New York; for the Auricular Section, E. H. Currier, of New York; for the Kindergarten Section, Miss Mary McCowen, of Chicago; for the Industrial Section, Warren Robinson, of Wisconsin; for the Art Section, Theophilus d'Estrella, of California;

for the Eastern Local Committee, W. N. Burt, of Western Pennsylvania; for the Western Local Committee, H. C. Hammond, of Kansas; for the Southern Local Committee, W. O. Connor, of Georgia.

There will be class work each morning before the assembling of the Convention, and also each afternoon, in case it is desired. Dr. McIver, President of the North Carolina State Normal College, and other distinguished educators will speak at some time during the Convention. The programme has been prepared by sessions, and these sessions may be transferred from afternoon to evening, in case the Convention so desires, in order that our host, the North Carolina School, may have sufficient time to give us such sight-seeing as she may desire.

No paper should exceed twenty minutes in length, and a shorter time even than that is desired. It has been the hope of the Committee to make this programme flexible enough to meet any unexpected demands of the Convention and yet be interesting and profitable to the profession.

All schools are cordially invited to make exhibitions of their school, industrial, and art work. Those expecting to take part in this exhibit will kindly communicate the fact to Superintendent E. McKay Goodwin, School for the Deaf, Morganton, North Carolina, and shipment should be made in sufficient time to reach the school before the opening of the Convention.

The programme, so far as it has been prepared, is as follows:

FIRST DAY, SATURDAY, JULY 8:

Addresses of welcome from the Governor of North Carolina and others, responses, letters, etc.

SECOND DAY, SUNDAY, JULY 9:

Devotional exercises, to be provided for at the meeting.

THIRD DAY, MONDAY, JULY 10:

Forenoon: General Session.

Address, President E. M. Gallaudet, Washington, D. C.

"English from the Beginning," Dr. Robert Patterson, Columbus, Ohio. Discussion.

Afternoon: Normal Section.

"Foundation Work in Arithmetic," Superintendent F. D. Clarke, Flint, Mich. Discussion.

"Instruction of Backward Children," Miss Julia A. Foley, Mt. Airy, Philadelphia. Discussion.

FOURTH DAY, TUESDAY, JULY 11:

Forenoon: Oral Section.

"Oral Work in the Lower Grades," Miss Caroline R. Smith, Council Bluffs, Iowa.

"Speech-teaching in Gallaudet College," Professor Percival Hall, Washington, D. C.

"Work with Beginners," Principal Sarah Fuller, Boston.

"Oral Chapel Services," (illustrated by oral recitations in concert by groups of pupils), Edwin G. Hurd, Morganton.

"Oral Work in the North Carolina School," Mrs. Anna C. Hurd, Morganton, N. C.

Afternoon: General Session, Round Table.

"Iowa Method of Teaching Language," Miss Margaret A. Watkins, Council Bluffs, Iowa.

"The Division of Pupils' Time," Superintendent R. E. Stewart, Omaha, Neb.

"Social Life of the Children in Institutions," Superintendent R. O. Johnson, Indianapolis, Ind.

"Sunday Life in Institutional Schools," Superintendent Wm. B. Hare, St. Augustine, Fla.

"Statistics of the Deaf and the Blind," Paul Lange, Delavan, Wis.

Evening: Industrial Section.

Remarks by the Chairman, Warren Robinson, Delavan.

"Few Trades or Many," Supt. F. D. Clarke, Flint, Mich.

"Conducting Industrial Classes Along with the Practical Work of the Industrial Departments," Zach. B. Thompson, Council Bluffs, Ia.

"How to Make Beginnings in Agricultural Work," Chas. P. Fosdick, Morganton, N. C.

"Modern Methods and Equipment in our Industrial Departments," Phil. L. Axling, Seattle, Wash.

Question Box.

FIFTH DAY, WEDNESDAY, JULY 12:

Forenoon: Industrial Section.

"What the Domestic Training of our Deaf Girls should be," (not yet assigned).

"Our Point of View," Fred. C. Larsen, Delavan, Wis.

"Poultry Raising at Schools for the Deaf," Geo. W. Veditz, Colorado Springs, Colo.

"House Painting and Decorating at our Schools," H. L. Rideout, Baton Rouge, La.

"The Importance of Teaching the Blind-Deaf to Work," Miss Delia Delight Rice, Delavan, Wis.

Afternoon: Auricular Section.

"The Value of Sound Perception as a Factor in the Development of the Deaf," Principal Enoch Henry Currier, New York. Discussion.

"Auricular Work in the Michigan School," Superintendent Francis D. Clarke, Flint, Mich.

Exhibition of intruments used to aid the hearing, with experiments and tests. Discussion.

"Aural Development," Isaac B. Gardner, New York.

SIXTH DAY, THURSDAY, JULY 13:

Forenoon: Kindergarten Section. (Programme incomplete.)

Afternoon: An excursion to Biltmore.

Evening: General Session.

Election of Officers. Miscellaneous Business.

SEVENTH DAY, FRIDAY, JULY 14:

Forenoon: Normal Section.

"Fruits of a Long and Rich Experience in the Classroom," Weston Jenkins, Talladega, Ala. Discussion.

"Geography and History in Graphic Representation," Principal Francis E. Gillespie, Mystic, Conn. Discussion.

Afternoon: Oral Section.

"First Grade Work" (illustrated by three pupils), Miss Jessie Ball, Morganton, N. C.

"Third Grade Work" (illustrated by three pupils), Miss Mabel L. Haynes, Morganton, N. C.

"Intermediate Work" (reading, speech-reading, and mental arithmetic, illustrated by seven pupils), Miss E. T. Welch and Miss N. McDaniel, Morganton, N. C.

"Advanced Work" (recitations in general and physical geography and arithmetic, illustrated by pupils), Edwin G. Hurd and Edward F. Mumford, Morganton, N. C.

Paper, Miss Clara L. Bell, Hartford, Conn.

Paper, Mrs. C. Dudley Saul, Fulton, Mo.

Paper, Mrs. J. Scott Anderson, Washington Heights, New York.

Evening: General Session. Miscellaneous Business.

J. W. JONES,
Chairman of the Programme Committee.

PROGRAMME OF THE DEPARTMENT OF SPECIAL EDUCATION, N. E. A., JULY 3-7, 1905.

The National Educational Association meeting for 1905 will be held at Asbury Park and Ocean Grove, July 3-7. The Department of Special Education (formerly known as Department XVI) will have the usual annual programme, covering all features of educational work as it relates to children requiring special methods of instruction. It is the one department of the Association in which, under its present title, teachers of the deaf, the blind, and the feeble-minded may meet together for friendly and sympathetic conference and for study of questions of common interest and helpfulness, thereby broadening and strengthening them all and individually for the doing each of his special work.

The department is certainly an ideal one in its broad plan and in its high aims, and in time we believe it will constitute one of the most attractive and helpful departments of the entire Association, coming more and more to serve in bringing the special, and frequently superior, methods and appliances used in the instruction of the defective classes to the attention of the great body of instructors of normal children to the latters' very great aid and profit.

To the teachers of the deaf, contemplating attendance upon the Convention of American Instructors at Morganton, July 8-14, the N. E. A. meeting at Asbury Park and Ocean Grove is fortunately placed and timed. It comes immediately before the Convention at Morganton, so our teachers can arrange very conveniently to attend both.

The rates of fare to Asbury Park and return to the home station is one first-class fare plus $2 membership fee in the N. E. A. Tickets may be purchased on dates, according to distance to be travelled, from June 27 to July 3. Those intending to attend the Morganton Convention will plan to go from Asbury Park and to return there, to get the advantage of the one and one-

third fare offered for that trip. From many points in the country this will be decidedly the cheapest way to go to the Morganton Convention, giving moreover, with the advantages of both meetings, a season at the sea-shore. Extension of return N. E. A. tickets can be obtained, by depositing them and paying a fee of fifty cents, to August 31. Stop overs coming and going, at a number of points, are permitted on N. E. A. tickets.

The following are the officers of the Department of Special Education: President, Miss Margaret Bancroft, Haddonfield, N. J.; Vice-President, J. H. Freeman, Jacksonville, Ill.; Secretary, Miss Anna E. Schaffer, Madison, Wis.

The programme is as follows:

Wednesday morning, July 5. President's Address—Miss Margaret Bancroft, principal of Bancroft-Cox Training School, Haddonfield, N. J.; Physical Betterment of the Mentally Deficient—Dr. J. H. McKee, Philadelphia, Pa.; The Schools for the Feeble-Minded—E. R. Johnstone, superintendent of State Training School for Feeble-Minded, Vineland, N. J.; Class Work—Instruction of Blind Children—Miss Alice Burnham Fellows, director of the Wisconsin School for Children of Defective Vision, Milwaukee; What has been done for one Child According to the Garrett Method—Miss Anna G. Reinhardt, teacher in School for the Deaf, Bala, Pa.

Thursday morning, July 6. Cerebral Localization—Dr. Weston D. Bayley, Philadelphia; An Experiment in Medical Inspection of Public Schools with Accompaniment of District Nursing—Mrs. William Ellicott, President of Arundell Club, Baltimore; All Disease is Crime—Arthur Linsley, assistant to head master, Phillips Brooks School, Philadelphia, discussion by Dr. E. G. Brown, medical examiner public schools, New York city, and A. J. Winnie, principal Jefferson School, Racine, Wis.; Address in Memory of Frederick D. Morrison, Maryland School for the Blind, Michael Anagnos, director of Perkins Institution, Boston; Round Table Discussion—leader Miss Mary T. McCowen, principal of Day-Schools for the Deaf, Chicago. There will be an exhibit of models of technique employed in training, including the progressive methods of object training employed by the various schools, also of the books and systems which are found to be most serviceable.

There will be exhibits of Deaf, of Blind, and of Feeble-Minded—in charge of (to be severally supplied).

CONTEMPORARY THOUGHT.

THE HYGIENE OF SCHOOLS FOR THE DEAF.

A most lively interest has of late years been taken in school hygiene; physicians and educators have by speech and writing contributed their share towards perfecting this branch of science. It is evident that this whole question is one of special and vital interest for educators of the deaf; and ever since the foundation of special institutions for the deaf, efforts have been made to meet all hygienic requirements. Much has been accomplished by these efforts and by a more general discussion of the matter; and many vexed questions appear to have been definitely decided; for instance, the question whether boarding or day schools are to be preferred, has been settled in this sense, that mixed institutions deserve the preference. The question as to the distribution of the school hours has been settled by deciding that scientific subjects should not be taught in the afternoon; school commencements which have the character of a show, are generally condemned, and social gatherings, where the deaf pupils meet with their teachers, their friends, and relatives have been proposed instead, and have in several of the German institutions met with great success. There has been a reduction of the hours of instruction allotted to each teacher, so as not to exhaust their strength. These and other successes have been achieved. But there is no standing still, no resting on the laurels; progressive science demands further advance also in this field.

It has been generally agreed to fix the age when deaf children are admitted to the institutions at seven years; for only a physically somewhat developed child can successfully overcome the difficulties of articulation. Among the children admitted there will always be some, who, owing to the poverty of their parents, have not been able to become physically strong. The first duty is to strengthen them, and see to it that they receive specially nourishing food. New pupils should be carefully ex-

amined by the physician of the institution; those that are found weak should be watched for some time; and if the great exertion which the first development of sounds involves seems too much for them, articulation instruction should be deferred for some time. If possible, each institution should have a preparatory school, or class, where the children are under the supervision of a physician.

Lip-reading requires a greater exertion than hearing. It can, therefore, not be denied that deaf pupils during their five to six hours of school time become more exhausted than hearing children. Their hours of recreation should, therefore, be longer. Especially in boarding schools the daily hours of recreation either on the play ground or in the house should be made as pleasant as possible. It is certain that the deaf boy will derive more benefit by practicing in the gymnasium, or by speeding along on his wheel or on horse back, than by playing "puss in the corner" under the supervision of some assistant. Gymnastics are on all hands recognized as a highly important element in the education of the deaf. Under certain conditions, however, they may prove injurious. Thus when the pupils of the Lower Austria Institution for the deaf at Döbling near Vienna, were for the first time thoroughly examined as to their physical condition by a competent physician, it was found that an unexpectedly large number, from various physical causes, could no longer take part in the instruction in gymnastics, and could not assist in any manual work about the institution. Care should be taken not to carry bodily exercises to excess. It is a well known fact that too great exertions cause heart troubles, and that very often the greatest athletes are found unfit for military service.

Deaf children are, as it were, disinherited by nature; and it is not strange that more than among normally endowed pupils we find among them, in addition to their deafness, other diseases, e. g., scrofula, tuberculosis, rachitis, St. Vitus' dance, etc. The treating of these diseases by a physician has always been made the subject of special attention in institutions for the deaf; but comparatively little has been done as regards "nervousness," the fashionable disease of our times, as it was presumed that it did not often occur among the deaf. But considering the high percentage of persons who have become deaf from diseases of the nervous system, especially the brain, it is not surprising that in a thorough physical examination a large number of deaf were found to possess "weak nerves." Neuert maintains that in individual cases this positively showed itself as cerebral neurasthenia. This was observed, in conjunction with deafness, in two cases accompanied by scrofula, a dragging walk, and a certain flaccidness of the organs of speech. Every teacher of the deaf has

doubtless observed in his class instances of nervousness among his pupils. Their condition produces a certain restlessness, absent-mindedness, and inattention. Frequently a fine intellectual capacity is accompanied by a very marked absent-mindedness. The work done by the pupils thereby becomes one-sided, defective, and disjointed. There have also been observed: anomalous width of the pupils of the eye, defective closing of the eyelids, a trembling speech. Only perfect calmness on the part of the teacher can diminish these nervous symptoms. Haste and over-zealousness in instruction, the awakening of fear and anxiety by threats, and too great rigor, dishonorable and hard bodily punishment will only lead to further injury to the nervous system. The best plan is to leave these pupils for some time, and turn to others. Strange to say those who at first were so excited. will later on receive the instruction of the teacher very readily. The intense attention to the lips of the teacher is only calculated to make the evil worse. It will, therefore, be well not to bother such children with the reading from the lips of unknown words. The German method will not suffer if, in such a case, the teacher, after vain attempts at lip-reading, writes the word on the black board.

Prof. Dr. Waetzoldt stated in his speech at the Frankfurt Congress, that it appears from a thorough investigation of the matter, that defects of the organs of vision occur to a much greater degree in the deaf, than defects of hearing in the blind. Dr. Schwendt says: "Deafness is frequently found in connection with diseases of the eye, among which, in the first line, a degeneration of the pigment of the retina should be mentioned. Deafness is not unfrequently found in connection with a cataract existing from birth, and with microphthalmy." Mr. Neuert has gone to the trouble to show by statistics the connection between deafness and disturbances of the sense of sight. Among the 92 pupils of the Meersburg (South Germany) institution, 58, or 63%, were suffering from affections of the eyes. Neuert gives of 1537 pupils only 45, or about 3%, who suffered from affection of the eyes, but adds that the physicians, as a rule, only took account of such affections which would even strike a layman on account of their disfiguring the expression of the face. The examination of the pupils of the city institution for the deaf at Berlin showed worse results: Only 56.55% of the pupils had a normal organ of sight; 24% were suffering from astigmatism at the Berlin institution, and 18.5% at the Soest institution. A person suffering from astigmatism never receives a sharp and distinct image on his retina. This causes defective vision and a smaller degree of capacity for work.

Another defect of the organs of vision in the deaf is myopia or nearsightedness (Soest, 2.5%; Berlin, 7.15%.) Dr. Siles says, relative to the treatment of myopia: "Of equal value with the proper use of glasses, are dietetic measures as regards the eyes—but little sewing, frequent pauses between such work, good light, a straight position of the head, seats at the correct distance from the desks, clear print in books, and large handwriting." The teachers of the deaf should not fail to direct the attention of such of their pupils as suffer from myopia, to occupations suitable to their condition. Very nearsighted children of indigent parents should be advised to select as their means of earning a living, the making of baskets, brushes, or cigars, or to engage themselves as day laborers; or, if the circumstances allow, for instance in the country, simply to stay at home and assist their parents about the house or farm.

We find in our institutions always a number—though not very large—of pupils suffering from "retinitis pigmentosa," i. e., a disease of the retina which shows itself in night blindness and lack of ability to find their way. It is frequently followed by deafness or difficulty of hearing. These persons lose their power of sight gradually, and between the age of 30 and 50 become, as a rule, totally blind. Among other diseases of the eye we will only mention color blindness (Daltonism). It is absolutely necessary that the teacher should know which of his pupils suffer from color blindness. He will then not take unnecessary trouble with such a pupil, and not causelessly reprimand him for inattention.

If a specialist is needed for institutions for the deaf, he should be in the very first line an oculist. The eye of the deaf is at the same time his ear. If his eye is not intact, his power of perception is defective in a twofold sense. The teacher of the deaf is not expected to be an oculist; but it is exceedingly desirable that he should take some interest in ophthalmology, not for the purpose of acting as a healer, but in order to become acquainted with the most common diseases of the eye, in order to know how easily a malignant evil may plunge the poor deaf into eternal night, and in order to enable him to intelligently follow the indications and directions of the oculist. In the examination for positions as teachers of the deaf, there should always be some questions relative to the eye; and the older pupils should receive instruction regarding the sense of sight and its preservation.

Most modern writers insist that an aurist should be connected with every institution for the deaf, and it is an unfortunate circumstance that most of our institutions do not possess the necessary means for having one. This is all the more desirable

in view of the results of the examination of deaf children which have been made in a number of institutions. In Gmund (Austria) among 90 pupils, 10 were found to be suffering from a festering of the ear. In Denmark among 185 pupils, 19 showed symptoms of diseases of the ear, e. g., running of the ear, polypus, etc. In Petershagen (Germany) 5.5% of the pupils were suffering from diseases of the ear. Of 188 pupils in the institutions of Baden (Germany) 4 had foreign bodies in their ears, and in 52 the outer channel of the ear was stopped up by cerumen, and 9 suffered from chronic festering of the middle portion of the ear.

Our specialists have repeatedly called attention to the importance of laryngoscopical examinations of the deaf. Both the teacher and the pupil will be saved unnecessary exertions if the examination shows that there are insurmountable difficulties in the way of developing clear voice. Unfortunately such examinations are but rarely made. On the other hand the likewise important examination of the inner parts of the nose should not be neglected. In the Petershagen (Germany) institution 55% of the pupils were suffering from diseases of the inner olfactory or-organs, and 13% had swellings of the nostrils. Of 188 children in the Baden institutions 35 had inner swellings of the nose, 27 were unable to breathe through the nose, and 16 had an offensive odor about the nose. All the diseases of the olfactory organ will exercise an injurious influence on the development of the voice.

In conclusion it should be stated that many children in the public schools have a bent back bone, principally owing to the wrong position of the body in writing. In institutions for the deaf, where so much writing is going on, the pupils should be strictly urged to occupy a proper position when writing. It is a good sign that there is a constantly growing interest shown in the above mentioned subjects in medical circles. As one result may be mentioned that courses for physicians in institutions for the deaf have been inaugurated at the Royal Institution in Berlin.—[Blätter für Taubstummenbildung].

THE HUNDRED AND TWENTY-FIFTH ANNIVERSARY OF THE IMPERIAL INSTITUTION FOR THE DEAF AT VIENNA.

This happy event was suitably celebrated on the 31st of March, 1904, in the presence of the minister of Public Instruction, a large number of prominent government and clerical dignitaries, and many private individuals. What made this celebration particularly interesting was the fact that in one of the largest

halls of the venerable building there was a very large and well arranged exhibition of work by present and former pupils which attracted a great many visitors. The exhibit embraced a wide range of articles from beautiful paintings, etchings, and lithographs to meerschaum pipes artistically carved, woodwork, articles made of amber, bicycles, specimens of printing and binding, etc. This institution was, at the suggestion of the wide-awake Emperor Joseph II, who had witnessed the wonderful results of Abbé de l' Epée's education of the deaf in Paris, founded by the Empress Maria Theresia, by decree of March 31, 1779, and proved a remarkable success almost from its very beginning, and may with honest pride look back upon the 125 years of its existence. It has truly been blessed, and proved a blessing to hundreds of the deaf of Austria. The method followed in this institution may be termed a mixed system of education, as it also admits the mimic and finger language. To avoid any misunderstanding, it may be well to state that the Vienna Institution certainly follows the speech method, and admits the mimic and finger language only in the lower grades, as a makeshift, but does not rigorously suppress it in the upper grades. The advocates of the pure speech method will find by examining the results of the Vienna Institution that the method followed in that institution has proved a great success and a true blessing to many a deaf child. The more intelligent among the deaf, even those who can speak very well, and are proficient in lip-reading, will, in their intercourse with each other, gladly return to their "mother-tongue," the sign-language.—[Deutsche Taubstummen-Korrespondenz.]

DISCUSSION OF DEAF-MUTE INSTRUCTION IN THE BAVARIAN LEGISLATURE.

Delegate Kohl spoke at length on the instruction of the deaf, and especially on the treatment of pupils possessing remnants of hearing. He stated that astonishing results had been obtained in this direction at the Munich Central Institution; and that Dr. V. Bezold had gained most eminent success by his method of treating pupils with remnants of hearing. He considered it absolutely necessary to separate the pupils with remnants of hearing from those not possessing such remnants. For this purpose special "hearing-classes" should be established. Attendance at schools for the deaf should be made compulsory; and for his purpose special care should be taken to create free places, so that

poor deaf children would have no excuse for staying away from school. Physicians should be encouraged to visit the institutions for the deaf. Delegate Schubert stated that the separation of the deaf from those possessing remnants of hearing was a true blessing. Several years he had advocated the measure to make attendance at school compulsory for all deaf children. No one could object to it and term it an interference with the rights of the parents. Compulsory attendance at the public schools, which has been in force for a long time, might just as well be objected to as an undue interference of the government. Some pressure must be brought to hear on parents who do not possess a sufficient degree of common sense to send their children to school; the course of instruction in schools for the deaf should not be less than eight years. Delegate Wörle advocated the establishment of a normal course of instruction.—[Organ der Taubstummen-Anstalten in Deutschland.]

THE NEW BADEN LAW CONCERNING INSTITUTIONS FOR THE DEAF AND BLIND.

The new law of August 11, 1902, took effect in the autumn of 1904. The main features of the new law are the following: The aim of the government institutions for the deaf and blind is to make the pupils reasonable, religious, and moral beings, to cause them to be instructed in all the subjects taught in the public schools; the course is to be eight years. Also children not boarding at institutions for the deaf and dumb may share in the instruction. Wherever any industries are carried on in an insitution, the institution furnishes the raw material and the necessary tools. After deducting the cost of the raw material, the amount realized from the sale of goods manufactured by the pupils, is placed to their credit, and paid to them when they leave the institution, so as to give them some little aid in starting in life. The vacations are not to exceed ten weeks in a year. Each institution must publish a report at the end of the scholastic year.

Institutions for the deaf and blind maintained by private individuals or corporations must prove to the satisfaction of the Ministry of Public Instruction that the teachers employed by them are fully competent; and that the course of instruction embraces all the subjects taught in the public institutions.

Parents or guardians are obliged to enter the names of their deaf and blind children of school age at the office of the local authorities; and on the 1st of May of each year, all these names are sent in to the higher educational authorities who prepare a

question-sheet, relative to age, physical and mental condition, etc., of the candidates for admission. These question sheets are filled out by the parents or guardians; and in accordance therewith, the children are, after a careful examination of the answers, admitted to the various institutions. As far as possible, the wishes of the parents or guardians are consulted as to the special institution in which they desire their children to be placed. Children who have not yet reached the normal age required for admission to an institution, may, in exceptional cases, especially when they are particularly talented, be admitted; and children who are physically weak, so as to require special attendance, or whose mental development has been retarded, may be admitted, as an exception, after the eighth year of age, which is the normal school-age. The institutions will endeavor, as far as possible, to maintain connection with their former pupils, after they have left the institution, and afford them aid and guidance. The cost of board and instruction has, until further notice, been fixed at 210 mark (about $50) per annum; which will be paid by the parents, or, if they are unable, by the communities where they reside.—[Organ der Taubstummen-Anstalten in Deutschland.]

LIST OF THE LANGUAGES IN WHICH INSTRUCTION IS IMPARTED TO THE DEAF.

LANGUAGE.	TEACHERS.	PUPILS.
English	1,932	16,165
German	998	8,276
French	808	5,258
Italian	251	2,727
Scandinavian	243	1,429
Russian	88	1,042
Spanish	98	738
Bohemian and Polish	86	748
Flemish	90	595
Hungarian	68	492
Dutch	76	490
Japanese	24	337
Swedish and German in Finland	38	277
Portuguese	18	99
Roumanian	3	46
Servian	2	21
Chinese	2	21
Total	4,825	38,761

—[Smaablade for Dövstumme.]

THE INSTITUTION PRESS.

ORAL INSTRUCTION.

There is a mistaken idea in the minds of some that the only object of the oral work in a school is to teach the pupils to speak and that only upon their proficiency in, and perfectness of, speech should rest the decision whether they be educated in the oral department or the manual department. This idea is an erroneous one.

The first and supreme object of the oral work is *the education* of the child. Oral methods are employed because by oral methods we can best and most completely educate.

We reach and develop the mind through the medium of language granted by God to the highest of all his creatures—spoken, living language —from one human being to another.

If a child can acquire the ability to take this warm living language from the lips of another—to read speech as we call it—even though he can not speak an intelligible word himself—ought we to take this privilege from him? No. If in addition to this he can speak, imperfect speech though it be, but sufficiently intelligible for his teachers and associates to understand him, how much more reason for him to have the advantages of this method. If he can read speech readily and speak intelligibly, who can question for a moment his claim for instruction by oral methods?

So highly is the value of oral methods regarded that in certain states laws have been passed requiring that every deaf child under instruction in the state schools be given the advantages of oral instruction. In all the leading schools the number placed under instruction by this method is greatly on the increase.

Do pupils progress as rapidly under oral as under manual instruction? They do. A careful and thorough *written* examination of pupils of the same grade, age, and ability has shown it repeatedly in various schools and as it might be shown to-day in our own school were such a test made.

There have been pupils in our School under manual instruction well advanced. There are pupils *under oral instruction for the same number of years equally well advanced.*

There are slow and backward pupils in the oral department and there are slow and backward pupils in the manual department.

Dr. Crouter, in speaking of the pupils sent from his school, the Pennsylvania Institution, to Gallaudet College, said that the pupils prepared

under oral methods are better prepared in every way than pupils formerly sent from the school prepared under manual methods.

That the orally taught child acquires a command of written English that equals that of the manually taught and surpasses it in certain ways I do not hesitate to affirm. He reads more and better, with a finer appreciation of, to quote Dr. Gallaudet, "those exact and beautiful expressions of thought that are expressed by language." What manually taught pupils of the same grade and age have read "Miles Standish" and "Enoch Arden" with more genuine enjoyment and understanding than our oral pupils as shown by their reproduction of these poems?

The oral pupil is not obliged to depend upon his imperfect speech and speech-reading. He always has written language to fall back upon. What more has the manually taught? Can the general public understand his gestures and finger-spelling? Dr. E. M. Gallaudet has said this in regard to the language of signs: "When we go into a company of deaf-mutes, we find them almost invariably using signs. We know by experience that signs do not express those exact and beautiful divisions of thought that are expressed by language. The deaf and dumb without themselves knowing it lose a great deal of the apprehension of what ideas pass from mind to mind. When we come down to nice distinctions of thought, the sign language, we know, is not sufficient and we should not flatter the deaf and dumb into thinking that it is. In order to rise to that high appreciation of thought which is attained by men possessing all their faculties, they must possess language."—Anna C. Hurd, in the Deaf Carolinian (N. C.)

A WANT OF FAITH.

In the days when railroads were in the earliest stages of development, it was the general belief of engineers that it would be necessary for the wheels of the locomotives and cars, and the rails along which they were to run, to be fitted with cogs in order to get the necessary grip. It did not at first occur to them that the weight of the engine alone would be sufficient, and that smooth rails and smooth wheels would answer their purpose. In reviewing the various educational methods of the past, not only with respect to those employed in the teaching of the deaf, but also to those of the hearing, we are at times forcibly reminded of the mistake made by these railroad engineers. The cogs were unnecessary adjuncts, but they were believed at first to be essential to the progress of the locomotive; so, in the evolution of the educational machine, the complicated and difficult path has sometimes been pursued, without even making trial of a smoother and an easier way. Some methods employed have been so diametrically opposed to all pedagogical and psychological principles, one has been forced to the conclusion that, under such conditions, boys

and girls acquired an education in spite of, rather than in consequence of, the methods employed. It has required a considerable amount of evidence to demonstrate the possibility of teaching the English language to the deaf without the aid of signs, by the plain and smooth way of the intuitive method. The use of the sign-language in the classroom, with its attendant detrimental effects, its pictorial nature, its concretism of thought, its utter lack of inflection as regards the reciprocal dependence of words and sentences, its inexactitude, and its perennial crop of what are erroneously termed deafmutisms, has come to be almost universally condemned. The importance of the use of English, both in and out of school, is more widely recognized than ever before. There is one place, however, in the school, where, in the opinion of some, the sign language must still be retained. This is in the school chapel. It is claimed that as the sign language appeals to the heart, it is the only effective means for the religious and moral development of the pupils in our schools, and therefore, it should retain its place in the chapel exercises. It has been claimed that the sign language is the natural language of the deaf, and that it promotes their happiness. One of the foremost authorities on the education of the deaf, himself a teacher of wide experience, not long ago remarked that any language is natural if it is used constantly, and for all purposes, for it is learned through the operation of perfectly natural laws. He also asserted that there are no children happier than those who can understand and use English. "It doubles, trebles their happiness, for when they go home in vacation they can use spoken or written English freely, and sign language pupils cannot do it." That the sign language is not emotional, or that it is not a quick and easy method of communication, no one wishes to assert; with such arguments we are not concerned. The question for us to face is the place of the sign language in the scheme of education. And here, it must be judged, as Prof. Blattner says, in the clear light of reason and cold logic.

As was before stated, nearly every teacher of the deaf agrees that the sign language has no legitimate business in the classroom. There, English should be the form of communication and the medium by which instruction should be imparted. Ordinary school books are placed in the hands of our pupils, who are supposed to have a sufficient command of the English language to understand them. Why, then, should the use of English be discarded for signs in the chapel? That which is sufficient for mental development ought surely to be quite as effectual for moral training. It we are forced to admit that the language powers of our pupils are not sufficiently developed to enable them to receive and benefit by ordinary religious and moral instruction, then one of two things must be the cause. Either the deaf are incapable of receiving such instruction through the medium of the English language, or our method of teaching language must be in fault. In the normal course of the educational process, we can reach the intelligence through the medium of spoken, spelled, or written language, and through the intelligence we can

reach the will. If we assert that by means of the English language we can effectually develop the intellectual faculties, and in the same breath declare that we must fall back upon the language of signs for religious and moral training, then indeed our position is a strange one. Success in receiving any kind of instruction by the medium of finger spelling, speech, or writing, presupposes a knowledge of language. An intelligent, comprehensive grasp of the English language can only be acquired in the first place by thorough scientific teaching. To make language a vehicle for thought, it must not only be constantly practised, but it must first of all be taught, and the teacher must know how to teach it. Not long since, an instance was quoted of a teacher in an oral school in Germany, who, a few years ago, was giving new words to his class. His method of teaching language was to write the words on the blackboard, to speak them, and then to make a sign for each one! He did this, it was explained, to make sure that the children understood the meaning of them. Such instances as this sometimes cause one to doubt whether those who cannot dissociate language and signs, and who are so eager to demand the sign for the explanation, are even conscious of any other method of testing the extent of a child's comprehension of language. When the teaching of language is more generally studied and more thoroughly understood, we may expect better results in the education of the deaf. In all undertakings, it is necessary that we should have a perfectly clear idea of the object we have in view, to keep that idea constantly before our minds, and to strictly adhere to it to the very end. The end we have in view is the education of our pupils, mentally, morally, and physically. The doctrine of evolution teaches that life is the adjustment of inner to outer relations, and that education, whereby we are prepared for complete living, is the adjustment of a human being to his environment. It is our business to train our pupils in such a way that, when they go out into the world, they may be enabled to adjust themselves to the manifold relations of life, the life of the hearing and speaking world, and all our energies should be directed toward that end. —James A. Weaver in the Utah Eagle.

MAKE A TEST.

Some time ago we made the following statement in these columns: "Last spring the writer stood up in the chapel of the Clarke school and talked to a crowd of deaf children who had never seen him before, for about eight minutes. No extraordinary pains were taken to talk distinctly; there was no mouthing and the utterance was not very much below the usual speed, yet those pupils understood everything that was said. We are positive of this from the expression of their countenances, and the effort to catch what was said did not seem in the least painful. In-

deed, we flatter ourself with the belief that the talk was enjoyed." We see no reason now for retracting what was then said, except as to the length of the talk. Perhaps it was not quite eight minutes long, possibly no more than six. The speaker was so intent upon satisfying his mind as to whether he was being understood that he gave little heed to the time. In regard to the rest of the above statement he believes he could hardly have been mistaken. The California News makes the following comment upon it: "We wish that there was more of this sort of literature among our exchanges—the narrating of personal experiences. It is always interesting to read such matter. Yet we may not always agree with the writer in his conclusions. For instance, in this case it would have been more convincing to us if the pupils named had written out the talk after Mr. Blattner had finished. We have never yet had reason to believe that a spoken address can be made as intelligible to deaf children as it would be if delivered in signs, nor anywhere near as intelligible. The only test of such a matter would be to have a speaker address a company of deaf children orally and at the same time have an interpreter give the same address in signs to the pupils familiar with signs. We have no doubt as to which 'audience' would be able to give the most accurate reproduction of the speech." A very good suggestion, if it could be fairly executed. The difficulty would be to secure two squads of deaf equally conditioned as to native ability and education and two speakers of equal rendering powers, the one in signs and the other in visible speech. In order that such a test might be approximately fair the experiment would have to be repeated several times with different speakers and different audiences. Our friend Caldwell seems convinced beforehand as to the outcome. We are not, but confess to be open to conviction. However, we cannot resist the temptation of reminding him *sub rosa* that there is many a slip betwixt the rendition in signs of an address and its interpretation. An old stager like himself ought to know that it is possible to place a dozen intelligent deafmutes before a speaker and every one will write out a different version of his address. The unstudied, indifferent, careless signs of the common run of pupils are even less intelligible. If Mr. Caldwell has ever visited the school literary society he may know that the talk on the rostrum will sometimes have the whole audience guessing. Our friend is presumed to be a master of the sign-language. Let him step into the literary society of his school some night without knowing the program, and if he does not have a hard time guessing from the sign-rendition what particular literary selection is being recited we know nothing about such performances; then, should he not be acquainted with the piece, he might try his hand at reproducing it and comparing his effort with the original. We witnessed an incident at the Buffalo convention that would have been exceedingly laughable if it had not been connected with sacred things. A speaker on the platform was saying the Lord's prayer in most beautiful

and "impressive" signs; the one who rendered it into English, blissfully ignorant of its identity, missed the correct interpretation about forty rods, making ludicrous hodge-podge of it. The interpreter has been a teacher of the deaf a number of years and is the son of deaf parents. The worst part of the affair, though, is that there were perhaps not a score of people in that whole audience, composed in part of persons grown gray in the profession, who discovered the error.—The Lone Star (Texas.)

"THE ONLY TRULY BENEFICIAL LANGUAGE."

"The sign language, the only truly beneficial language of the deaf," says The North Dakota Banner, "still lives and will survive all the narrow, selfish bickering that is hurled at it with the idea of forcing upon the deaf an artificial substitute which is lacking in grace, intelligence, and worth." If, as our contemporary asserts, the sign language is the only truly beneficial language of the deaf, the sign language should survive "all the narrow, selfish bickering that is hurled at it." Those narrow, selfish persons who hurl bickering at the sign language ought to be ashamed of themselves; their attempts to force upon the deaf an artificial substitute (the English language, evidently) should meet with failure. Still we must be fair toward even the narrow and selfish. Many of these are honest. They believe the sign language with all its beauties and utilities, has limitations. The sign language is not adequate, generally speaking, as a means of communication between the deaf and the hearing. Signs are a poor medium for correspondence. So far as we know there are no books or newspapers published in the sign language. The "artificial substitute" to which he refers must be the English language, since no other language substitute is attempted in our schools for the deaf. The manual alphabet, writing, reading, speech, and lip-reading are the means employed in teaching the English language. If the English language is an "artificial" substitute, it is better than no substitute. Opinions differ. All will not agree that the English language is "lacking in grace, intelligence, and worth." Nothing could be more graceful than a happy thought appropriately expressed in English. A person who has a clearly defined thought can usually find English words for intelligent expression. As for worth, the English language is usually worth all that is spent in acquiring it. Think of the happiness it brings to thousands of the deaf. By means of pencil and pad, or finger-spelling, or better, when possible, speech and lip-reading, the deaf are enabled through the English language to communicate with those who do not know signs. We have noticed that many of the deaf are inclined to use the English language when talking among themselves, thus refuting by their practice the assertion that the sign language is the "only truly beneficial language of the deaf."—Mt. Airy World (Penn.)

ENVIRONMENT vs. HEREDITY IN THE SOUTH.

Here is a fact, so well known in the deaf schools of the South that its recurrence never excites any comment in such schools, which is yet practically unknown outside, yet it seems to me to have a most weighty bearing, not only on the question stated at the heading, but on practical direction of education in this country.

In the schools for the deaf in any Southern state containing a fairly large proportion of "poor whites" (generally spoken of as "crackers"), it often happens that the brightest, most refined and modest, and most graceful and lady-like in manners and carriage in the whole school come of the lowest of "poor whites" parentage. This, I understand, is not common in such pupils in schools for the hearing.

The only explanation I can see for this fact is that the deaf girl is protected by her deafness from the contamination of her environment, she does not hear the coarse words, or take in the coarse ideas current in her home atmosphere. Thus she comes to the deaf school with an unformed mind, ready to develop naturally in accordance with innate character; the hearing girl gets these contaminations to the full, and their influence is never fully eradicated.

The practical application of this fact seems to me to be—as the "poor white" pupils in our deaf schools are capable of taking their place in every attribute of womanliness alongside of those of the best families, what a frightful mistake is made in neglecting their education, and what another great mistake was made in the vast sums spent on negro education and almost none on that of the "poor white," when the results with the latter class would have been so vastly greater.

Now, Northern readers may say, "Why does not the South devote the money to the education of the 'poor whites' that is required?" Ah! *that* is not where the difficulty is, the money *is* given, but the rub is to induce the "poor white" to accept of the education offered. They have a very poor opinion of "edicatin," and our follies in *the way* we went at education of the negroes in the South but deepened that indifference; they are shy and very suspicious of attempts to "patranize" them, and the utmost circumspection is needed in dealing with them. The common schools can not reach them, nor would compulsory education avail in a community indifferent or hostile to education, and, for the present, settlement work seems the only way to reach and cure so deep-seated a prejudice.

To forestall any who may put the question, "What becomes of mental heredity, if your facts and inferences from them are correct?" I will say in advance that few greater errors exist than that there is such a thing as mental inheritance, *in kind,* although mere *brain power* may be inherited *in degree.* Brain power seems to be a sort of physical matter, and therefore capable of transmission, while the direction of that power, is a mental capacity; one is flesh; the other is spirit.—Wm. Wade in School Journal (N. Y.)

Our friend Long of the Hawkeye has the following to say anent the recent discussions, pro and con, of the merits and demerits of the sign language.

"There may be a difference of opinion as to what 'mastery of signs' implies, but there can be no mistaking the master when you see him. There is both poetry and meaning in his motions. The eloquence of the orator finds ready interpretation and counterpart in his delivery; subtle meanings are made manifest by the twitch of a finger, the movement of an eyelash or the twisting of the head; beauty and rythm are both there; fluency is unrestrained, and no vocal orator ever held his audience more spellbound than the master of signs. Few hearing men have ever attained to this mastery. Those who have, appreciate its inestimable value to those to whom it comes naturally and easily. Their sympathy with and for the deaf is without selfish consideration and meets a natural response. For those who have not, to define its influence upon those to whom it is a God-given language, and to arbitrarily declare that it is this and not that, is about the height of presumption, and proves again that 'a little learning is a dangerous thing.' Some of the people who have been discussing the sign language and its doom think they know all about the poetry of motion, but they don't."

Brother Long may always be depended upon to blow a clarion blast of no uncertain sound when it comes to the defense of the sign language. He is perhaps right, abstractly speaking at least, in barring from the discussion those who know not the language, but the rule should apply both ways, to those who defend as well as those who oppose it. Let's be consistent, friends. When he says, however, that few hearing persons have attained a mastery of the sign language he makes rather too broad a statement. Again, his intimation that those who have attained such mastery endorse and advocate the use of the sign language is a little shy of the facts. We can point him to a considerable number of persons who, by common consent, are past masters of the sign language, among them sons of deaf parents and even deaf persons themselves, who are broad enough to appreciate the limitations of this gesture language, to recognize the injurious effects of its indiscriminate use, and unselfish enough to favor its restriction within reasonable bounds. The trouble about this whole affair is, those who fear the tendency of the times to put a curb on the use of signs go to the opposite extreme and claim too much. Be reasonable, boys. Look the question fairly and squarely in the face. Ten to one, some of the outlandish statements we sometimes hear on this subject go beyond the inner convictions of their authors.—The Lone Star (Texas.)

A beautiful scene was enacted in the Baptist Church of this place last Wednesday night when Miss Myrtle Morris stood before the congregation and told of what had led up to her offering herself to go as a teacher and missionary to the Deaf in Cuba. She met in Atlanta, last year, a man who has lived in Cuba for a number of years. He was much interested in her and said he had never met an educated deaf person. He

asked how she got her education. She told him about the Georgia School where she was taught. He said he wished there could be a school for the Deaf in Cuba, where the Deaf are considered useless and are treated like dogs. This set her to thinking and she finally decided that it was her duty to go. She offered herself to the Home Mission Board of the Southern Baptist Convention. She was in Tennessee at the time, teaching in a private family. The Board accepted her and she has been preparing herself for the work since. She told this in her talk at the prayer meeting and asked the prayers of all present for her, and the success of her work. While the choir sang "Nearer my God to thee," she signed it, and the hearts of all were touched by her graceful signs, her earnest, sweet face and the simplicity of her faith in the God whom she serves in giving herself to His work. At the close of the service at the Church she signed the Lord's Prayer, the congregation standing, after which they went forward and bade her good-bye and God-speed.

Myrtle Morris has lived here all her young life. Her parents before her were pupils of this school and they have been an honor to their Alma Mater. And now their dearly loved daughter has gone to begin a work that may bring about the release of the deaf in Cuba from the bonds of ignorance and give them a place as human beings, where, heretofore, they have not been recognized as such. We are proud of the dear girl and feel that God will bless her and that this work will go on and grow to be a blessing to the children whose need has moved her to give her young, enthusiastic, zealous heart to it.—School Helper (Ga.)

GOOD TEACHERS: THEIR QUALIFICATIONS.

Not long ago in a certain school for the deaf a normal student from a normal school somewhere in the state, after watching a teacher at work with her class remarked, "One does not have to know much to teach the deaf!" Don't she? So far as knowledge is concerned, and virtue too for that matter, one very much needs be a walking cyclopedia and to possess all the virtues of all the saints in the calendar. But even these would be comparatively useless did he not know how to apply them to the material at hand. Except in a general way, it is out of the question to know whether or not one is qualified to do a certain thing or things until a fair trial has been given. However, applicants for places as teachers in schools for the deaf are expected to be persons of education and good moral character. High and normal school graduates will do, but it certainly is to the advantage of every teacher to have what is, at least, equivalent to a college training. It is not always wise to lay too much stress on the mere knowledge of books as acquired in the schools. Nor does the normal graduate know it all. Once I was regretting the fact that I had missed a normal school training when a woman of experience and ability as a teacher quickly spoke up and said that it was a good

thing I had. Then there is another thought, it is possible to overdo in the training of teachers, especially if it concerns any particular branch, because it leads to narrow views that are apt to be more of a hindrance than a help in a broad scheme of general education. So we must be very careful lest side issues be magnified into main ones. The old saying, "Many men of many minds, many birds of many kinds" also reminds us that superintendents and principals not infrequently differ as to the merits of teachers' work, even of the same teacher which still further complicates matters. Again the material with which the teacher works cannot be overlooked. It would not be right for me to bring up all these conflicting opinions did I not attempt to offer a solution, which I shall do. But before doing so, it is no more than fair to say that we all admire the teacher who takes a deep interest in both his pupils and his work, and agree that such traits will exert an influence for good that no amount of education and training will ever excel. Now for the solution. Let no person, deaf or hearing, teach in our schools without at least a year's observation, reading, and study relative to his future work, supplemented by daily association with the pupils out of school. A teacher who has a deaf sister once told me that the theory and practice of teaching were not enough. We want to know the deaf in their daily life,—get acquainted not only with their means of communication but their ways and habits of thought.—W. R. in the Wisconsin Times.

Dr. A. G. Bell has resigned the Presidency of the American Association to Promote the Teaching of Speech to the Deaf. While a large proportion of the instructors of the deaf on this continent did not agree with Dr. Bell in his advocacy of the pure oral method of instruction, yet all recognize and appreciate the sincerity of his motives and his great and disinterested efforts in their behalf. He has a worthy successor in Dr. A. L. E. Crouter.—Canadian Mute.

By these and other ways, using always the English language, spoken, spelled, or written, at least three valuable results will be reached: (1) the exercise of mind involved will be strongly eductive; (2) the exercise of language involved will tend to freedom and facility in the use of language; and (3) last and best of all it will be borne in upon him [the pupil] constantly that when he reads he must strive to see not the words he reads but the ideas that lie beneath, above, and around those words; that as he fails in this he fails completely and his mind continues a weak and impotent thing; as he succeeds, his powers of perception increase and he rejoices in the mastery not of mere dead words but of the living truths they speak.—Extract from an article in the May Annals, by Dr. Amos G. Draper.

EDITORIAL COMMENT.

A QUESTION OF SUPERIORITY.

"We venture to say that there is not a man in the profession that is a master of signs and finger spelling who can stand up and say that oralism is ahead of the combined system in the matter of actual attainments in moral and mental growth."

The above is an editorial expression in a recent issue of the North Dakota Banner. It will undoubtedly gratify the Banner writer and every other true friend and well-wisher of the deaf of his mind as well, to be informed that there are, indeed, men and women "in the profession who are masters of signs and finger spelling, who can," and do, "stand up and say that oralism is ahead of the combined system in the matter of actual attainments in moral and mental growth." This writer, with probably the requisite knowledge of signs and finger spelling to meet the conditions laid down, is very sure of his own position at any rate with reference to the question at issue, which position is one of deepest-seated conviction of the superiority of the oral method, and not only within the limitations set, but beyond them, to include all the questions of happiness, usefulness, and prosperous living with which every educator of deaf children must concern himself and to which he must at every stage adjust his study and his teaching. Moreover, in speaking thus for ourself, we feel that we but express the sentiments of a score of others in the profession who meet the requirements as to a knowledge of signs and who have had actual experience in teaching by the purely oral method. In fact we recall no one of our acquaintance who, having had earlier manual teaching experience and later purely oral teaching experience, is not at this time a confirmed and uncompromising oralist. This we apprehend will be accepted as a fact of no small significance, for if these people of all-round experience, and usually of highest grade of teaching

ability, are wrong in their convictions, who then can be right, or can have any hope of being right? Not a great while ago, out of curiosity and with this statement in mind, we asked the Superintendent of a large school, who, in his history, has had the full round of experience with methods and whose school was formerly a purely manual school, latterly a combined system school, and, lastly, became a purely oral school with a small purely manual department, if he was wholly satisfied with the dominant method now in use in his school, if he regretted the final change that made the school what it is, and if he ever had the thought of turning the school back and making it again a combined system school in any form. The answer to the last question was, "*Not for one moment; I would not, could not, think of such a thing.*" And all our questions were answered thus, categorically and in the same tenor and spirit. The whole question is, after all, with any one, entirely one of experience and of fair comparisons, comparisons which only varied experience and wide observation make possible. Comparing school with school—the best always with the best and the poorest with the poorest—and classes with classes and individual pupils with individual pupils, there is no question in our mind but that the advantage, in every grade of comparison thus made, is with the oral method, measuring in terms of practical and valuable results secured.

The trouble with our friends of the mind of the Banner writer is, they judge oralism by what they have seen of it in combined system schools. Thus they are as unfair to oralism as they are unjust to themselves and to the deaf children for whose educational welfare they are responsible. F. W. B.

THE STATISTICS OF SPEECH-TEACHING.

Elsewhere in this issue appear the annual statistical tables of speech teaching in American Schools for the Deaf. The figures show the same steady growth of previous years of the work of speech-teaching in the schools of the United States, and indicate, perhaps more emphatically than ever before, that the growth is healthy and along the best lines. Comparing the figures of last year with those of the present year, we find an in-

crease in the number of schools of 3, and in the number of pupils in the schools of 301. This is accompanied by an increase of the number taught speech of 416; a decrease in the number not taught speech of 115; an increase in the number taught speech with speech used as a means of instruction of 515; an increase in the number taught speech with speech not used as a means of instruction of 58; and a decrease in the number taught speech but not stated whether speech is used or not of 157. These changes are gratifying, and the more so as they evidence not only that the quantity of speech-teaching is increasing, but also that its character is improving, especially in directions that involve the larger actual use of speech for all its various purposes in the work and life of the schools.

The figures for the Canadian schools show a decrease in the number of pupils within the year of 36, this being accompanied by a decrease in the number taught speech of 8, and of the number not taught speech of 28. The decrease in the number of pupils taught speech with speech used as a means of instruction is 9, and the increase of pupils taught speech with speech not used as a means of instruction is 1. The changes show—as indicated in the comparison of last year's with the present year's percentages—practically the same relative growth in quantity and improvement in quality of the oral work done in Canada as is shown by the figures for the schools of the United States. However, direct comparison of the percentages given of the two countries shows, as it always has shown, largely in favor of the United States on the score both of the amount of oral work done and of its character. In the schools of the United States, 69.1 per cent. of the pupils are taught speech; while of the pupils of the Canadian schools, 49.1 per cent. receive speech instruction. In the United States, speech is used as a means of instruction with 63.7 per cent. of all pupils in the schools; while in Canada speech is used as a means of instruction with 39.1 per cent. of the pupils. In one comparison Canada shows to advantage, namely, in those returns relating to pupils taught by speech without signs or manual spelling in school or outside. In the United States the percentage of pupils so taught is 18.6; while in Canada the percentage so taught is 24.9. F. W. B.

THE L. S. FECHHEIMER SCHOOL, CINCINNATI.

The new Board of Education of Cincinnati, has, as we are informed, at the request of the Parents' Association for the Advancement of the Deaf, made a number of changes in regard to the Oral school in that city. The name of the school will hereafter be the L. S. Fechheimer School, in memory of its founder and benefactor. Mr Fechheimer was at one time a Director of the American Association, and for many years he was a life member and an annual contributor to its funds. His interest in the cause of the education of the deaf was deep and entirely unselfish. The city of Cincinnati honors itself indeed in perpetuating the memory of so worthy a citizen.

The school is now one of the special departments of the city schools, and ranks with the departments of music, drawing, physical culture, and German. The salaries of teachers have been increased and the teachers will, after passing satisfactory examinations in Bell's Visible Speech, Miss Yale's Mechanism of Speech, the Anatomy of the Eye, Ear, and Larynx, and in Psychological Studies of the Deaf in Relation to the Hearing Child, be given special certificates.

The principals of the hearing schools have been directed to send to the Fechheimer School, any children who are so defective in speech or hearing as to hinder their progress in the regular schools. F. W. B.

DO NOT CLOSE THE SCHOOL.

Information reaches us of the possible closing of the Cleveland Day-School for the Deaf. We trust the possibility is a remote one and that no such calamity will befall the school and the deaf children in attendance upon it. Cleveland is too large a city not to have a school for its deaf children, and too wealthy a city not to be fully able to support it. The school is an Oral school, and from recent personal inspection we know it to be doing speech and educational work of the highest grade of excellence. If it is a question of expense, as is intimated, that the city is considering, then let the expense be reduced—but do not close the school and lose to the children the priceless, their rightful, heritage of speech and education. F. W. B.

THE MORGANTON CONVENTION.

The Convention of American Instructors of the Deaf, to meet at Morganton, N. C., July 8, and to remain in session six days, bids fair to be one of the most successful Conventions that has ever been held. The programme is full and excellent in make-up, Oral work having especially large and prominent part upon it. We most sincerely hope for a large attendance upon the Convention by Oral teachers and by our Association members generally, for by such attendance with participation in the proceedings of the meeting, the work of speech-teaching in American schools can not but receive substantial benefit and a renewed and added impetus for its further growth and its more effective application.

The railroad fare to Morganton is one and one-third of the one way rate, on the certificate plan. That means, as we understand it, that a person buying his railroad ticket must secure a certificate and carry it to Morganton with him to secure the reduced rate back. However, Superintendent Goodwin has suggested that summer excursion tickets to Asheville may be used by persons desiring to do so, and that in some instances the rate for such tickets are the lowest obtainable. Asheville is sixty miles west of Morganton.

A beautiful souvenir booklet has been published by the North Carolina School and sent to prospective attendants upon the Convention, giving, besides other information, description of the attractions of Western North Carolina, or the "Land of the Sky." Morganton is itself about 1200 feet above the sea-level, and is almost completely encircled by mountains from five to fifteen miles distant. Excursions to various points are available, and no doubt are on the programme. F. W. B.

The Indiana Institution has succeeded in securing a tract of land a short distance outside the city limits of Indianapolis containing seventy-seven acres for its new location. The site, slightly rolling, is near a street-car line, has sixteen acres of woodland, and has excellent and sufficient water. Work on the new buildings will probably not begin until the coming fall. The cottage plan of buildings is contemplated, and wisely, as we believe.

THE N. E. A. SPECIAL EDUCATION DEPARTMENT MEETING.

We would urge attendance on the part of our teachers of the deaf upon the N. E. A. meeting to be held at Asbury Park and Ocean Grove, July 3-7. There is no pleasanter summer resort on the Atlantic coast than this place of the meeting, and those who have never been at the sea-side have now opportunity for ocean experiences that may not soon come again. The Special Education Department presents a full programme and one that we believe will be full of interest to teachers of deaf children, not only in the portion relating to their own branch of work, but in the portions relating to other special educational work the difficulties of which and the triumphs of which we may well know of and study with probably great profit. Railroad tickets to the Meeting are one fare for the round trip plus $2 membership, and 50 cents additional for extension of the return ticket to August 31. See programme, pages 249, 250. F. W. B.

A VACATION COURSE FOR TEACHERS.

It has been decided by the Clarke School authorities at Northampton to arrange for a vacation course for teachers, as requested by the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf. The term will be four weeks long, from June 9 to July 6 inclusive. During the first two weeks, two hours daily on school days will be given to observation of classroom work and two hours to instruction in methods. The last two weeks four hours daily (except on the 23rd, the closing of the school) will be given to methods. No one will be eligible to membership in the class who has not taught at least one year under the oral method. For further information, address Miss Caroline A. Yale, Clarke School, Northampton, Mass.

WANTED: For the summer months, by a teacher of experience, a position as chaperone or companion to a deaf child. Would be willing to give a few hours' instruction daily. Address, B. I., care of the Editor of the REVIEW.

A DEAF PHOTOGRAPHER'S ACHIEVEMENT.

The following from the Philadelphia North American gives an incident that will be of interest to our readers as showing the unique achievement of a deaf man in fair rivalry with the hearing in his line of work. We know Mr. Haeseler personally as in the front rank of his profession of photography, and so we are not surprised that the distinguished honor of being given sittings for their photographs by both the President and the Vice-President of the United States, has fallen to him. Mr. Haeseler is a graduate of the Oral Department of the Pennsylvania Institution, and has been totally deaf from birth:

Conrad Frederick Haeseler, a Philadelphia photographer, who has a studio on Sixteenth Street, above Chestnut, has the distinction of making President Roosevelt's inaugural photograph. This photograph is published for the first time in this morning's issue of The American. Mr. Haeseler is a deaf-mute. Despite this handicap, he has made use of the artistic talent, with which he is endowed, to raise himself to the front rank among artist-photographers. Among the persons who have sat in front of his camera are many noted public men, besides women who are famed for their beauty. Desiring to make a portrait of the President, an appointment was made with him, and Mr. Haeseler, accompanied by an assistant, went to the White House on last Monday morning. When President Roosevelt entered his office, he said he would sit immediately, and the picture was made while Senators and diplomats waited in the reception room outside for an audience. The President desired to have the sitting before the worries and cares of the day began. He was much interested in Mr. Haeseler's art and complimented the young man's success. After leaving the White House, Mr. Haeseler obtained an appointment with Vice-President-elect Fairbanks, and made a picture of him in the afternoon. He also photographed Secretary Loeb at the White House. Both these photographs possess the same excellence as that of the President.

A ROSTER OF FORMER PUPILS OF SCHOOLS FOR THE DEAF NOW IN SCHOOLS FOR THE HEARING.

Below is presented a list of deaf persons who have been, for periods of time varying from one to ten years, pupils of schools for the deaf, and who are now, or have been during the past school year, in attendance at schools for the hearing. Lack of

space precludes the publication of interesting details sent us regarding many of the cases, permitting only the giving of the more pertinent and essential facts relating to the degree and age of deafness, and the places of former and present schooling. Three or four names sent us were unaccompanied by the above details and they have not been used. Otherwise the forty-four cases given comprise, as we have reason to believe, practically the entire roster of former pupils of schools for the deaf now pursuing courses in schools for the hearing:

G. B——; partially deaf from early childhood, but now with little or no hearing; first attended school with hearing children, but with little benefit; at Clarke School for the Deaf, Northampton, Mass., six years; now in Massachusetts Institute of Technology, engineering department.

Myer Balif; born totally deaf; in Philadelphia Home for Deaf Children Before they are of School Age nine years; now in Vineland, N. J., public school.

Raymond Harrison Bartsch; totally deaf at four years; in the Philadelphia Home for Deaf Children Before they are of School Age seven years; now in public school in Shenandoah, Pa.

J. B. C——; partially deaf at two years, from cerebro-spinal meningitis; at the Horace Mann School, Boston, one year; now at DeMeritte School, 90 Huntington Ave., Boston.

Minnie Carpelman; partially deaf and without speech when she entered the Mystic, Conn., Oral School which she attended six years; now in Spring St. School, Norwich, Conn.; expects to return to the Mystic School at the opening of the coming term.

Isabel Clark; born totally deaf; in the Philadelphia Home for Deaf Children Before they are of School Age six years; then in a private school for hearing children at Uniontown, Pa., six years; now at Washington, Pa., Seminary.

Oscar Cole; born deaf, not totally; had no speech or language when he entered at the Wright Oral School, New York City, where he was for five years; now in public school, Toronto, Canada.

Grace Cooper; totally deaf; went to schools for the deaf about eight years; now in a private school in Chicago with hearing children and expects to graduate.

Anna De Angeli; totally deaf at 18 months; in the Philadelphia Home for Deaf Children Before they are of School Age seven years; now in the Heston School, Hestonville, West Philadelphia.

Harriette Doty; totally deaf at six and a half years; instructed by different teachers of the deaf; now a Senior in Hyde Park High School, Chicago.

Harley D. Drake, A. B.; totally deaf at twelve years; primary education received in public school; at the Ohio Institution for the Deaf and Dumb, Columbus, seven years; graduated at Gallaudet College, Washington, in 1904; now taking a special course in California University, Berkeley.

Lancelot Evans; totally deaf at one and a half years; in Philadelphia Home for Deaf Children Before they are of School Age eight years; now in Heston School, Hestonville, West Philadelphia.

A. L. F——; born totally deaf; with a private teacher three years; at Clarke School for the Deaf, Northampton, Mass., six years; later attended school three or four years in Cincinnati; graduated from Columbia University, New York City; recently graduated from Ecole des Beaux Arts, Paris, course in Architecture.

Ivan Fleursheim; born totally deaf; at the Philadelphia School for Deaf Children Before they are of School Age, and later at the McCowen Oral School, Chicago; under instruction by different teachers of the deaf ten years; now in the Kozminsky public school, Chicago.

Geo. F. Flick, B. S.; totally deaf at four years; primary education received at the Ohio School for the Deaf, Columbus; at Gallaudet College, Washington, five years; now in the Episcopal Theological Seminary, Alexandria, Va.

Marion Giffin; born deaf; some hearing, not enough to understand spoken words; in the Pennsylvania Institution for the Deaf and Dumb eight years; later went to high school in St. Clairesville, Ohio; now at Erskine College, Due West, S. C., and will graduate in June in the regular course in arts.

Frederick Hall; totally deaf at six years; attended hearing school in Racine, Wis., five years, until the establishment of the Day-School at that place, which he entered, attending for four years; now in the High School, Racine.

Katherine Hazard; born deaf, not totally; at the Wright Oral School, New York City, five years; now in a private school for the hearing, Syracuse, N. Y.

Herbert G. Heilman; totally deaf at 15 months; in the Philadelphia Home for Deaf Children Before they are of School Age nine years; now in fourth year at Kittanning Academy, Kittanning, Pa., fitting for college.

Mabel Johns; born totally deaf; nine years in the Wright Oral School, New York City; now at Miss Sheldon's School for Young Ladies, Florence, Italy; expects to enter Wellesley in 1906.

Mary E. Kavel; defective hearing at nine years; six years in public school and three years in the Milwaukee Day-School for the Deaf; now in East D. High School, Knapp and Cass Sts., Milwaukee; English and manual training.

John H. Keiser; totally deaf at eight years; in the New York Institution for the Deaf and Dumb, New York City, eleven years, and at Gallaudet College, Washington, two years; now preparing for the ministry under the tutorship of the Special Committee for that purpose appointed by the Episcopal Bishop of the diocese of New York City.

M. B. M——; partially deaf from birth; at the Horace Mann School, Boston, three years; now in public school, Newtonville, Mass.

Walter McClavey; totally deaf; attended the McCowen Oral School, Chicago; now a Sophomore in Hyde Park High School, Chicago.

Dennis McCue; totally deaf at two years; in the Philadelphia Home for Deaf Children Before they are of School Age ten years; now at the William T. Carter Junior Republic, Redington, Northampton Co., Pa.

James Hyland McGrath; born totally deaf; in the Philadelphia Home for Deaf Children Before they are of School Age nine years; now in LaSalle College, Board and Stiles Sts., Philadelphia.

Bella McPherson; born totally deaf; at the Horace Mann School, Boston, a few months; in the San Francisco Day-School for the Deaf five years; now in public school, San Francisco.

Irma Moeller; defective hearing at eleven years; six years in public school and two years in the Milwaukee Day-School for the Deaf; now in Burnham School of Physical Training, Milwaukee and Michigan Sts., Milwaukee; physical training Normal course.

Bessie Mellus; partially deaf, too much so to work with hearing children without the aid of lip-reading; from hearing school, she entered the Detroit Day-School for the Deaf in Sept., 1902, finishing the grades in the same time allowed for hearing children in other schools, her deafness in the meantime increasing; since February in the Detroit High School.

Wilhelmina Naudascher; born totally deaf; in Philadelphia Home for Deaf Children Before they are of School Age seven and a half years; now in Lynd School, Columbia Ave. above Twelfth St., Philadelphia.

Margaret Nolan; born totally deaf; in Philadelphia Home for Deaf Children Before they are of School Age seven years; now in St. Agatha's School, thirty-eighth and Spring Garden Sts., Philadelphia.

E. W. O——; partially deaf from childhood, cause unknown; entered the Horace Mann School, Boston, at twelve and a half years of age, remaining two and a quarter years; now in High School, Roxbury, Mass.

A. P——; totally deaf at eleven years; primary education obtained in public schools; in School for the Deaf, Colorado Springs, Col., one year; at Clarke School for the Deaf, Northampton, Mass., one year, with special instruction in lip-reading; now in High School, at Leadville, Colorado, to graduate this year.

Arthur Prasher; partially deaf; at the Appleton, Wis., Day-School for the Deaf one year; now in Third Ward public school, Appleton, Wis.

D. R——; partially deaf at two years and two months, from measles; at Horace Mann School, Boston, four years; now in the Curtis Peabody School, 378 Commonwealth Ave., Boston.

Guy F. Selleck; born totally deaf; at the Institution for Improved Instruction of Deaf-Mutes, New York City, ten years; now in the Fessenden School for Boys at West Newton, Mass.

Eulalia Stakeley; born totally deaf: in Philadelphia Home for Deaf Children Before they are of School Age seven years; now in district school, Tylersburg, Pa.

Samuel Stakeley; born totally deaf; in Philadelphia Home for Deaf Children Before they are of School Age seven years; now in District school, Tylersburg, Pa.

Arthur O. Steidemann, B. S.; totally deaf at nine years; primary education received at home and at Gallaudet School for the Deaf, St. Louis; at Gallaudet College, Washington, five years; now in Washington University, St. Louis, taking the course in Architecture.

Conrad Stromberg; totally deaf at two years; ten years in the Milwaukee Day-School for the Deaf; now in Rheude's Business College, 6th and Chestnut Sts., Milwaukee; mathematics and mechanical drawing.

Mae Sweemer; deaf at seven years; has sound perception: in Milwaukee Day-School seven years; now in Art Institute, Jefferson and Oneida Sts., Milwaukee; designing, arts, and crafts course.

Helen Tomlinson; totally deaf at sixteen months; private teacher two years; in Philadelphia Home for Deaf Children Before they are of School Age five years, now in Swarthmore Preparatory School, Swarthmore, Pa.

Emory Van Emon; totally deaf at two years; at the Ohio Institution for the Deaf and Dumb eleven years; now taking a course in art or architecture in California University, Berkeley.

Guy Young; born deaf, not totally; at the Wright Oral School, New York City two years; now in Shenandoah Valley Academy, Winchester, Va.

F. W. B.

A PEN SKETCH OF DR. PHILIP G. GILLETT.

The following brief pen sketch of the late Dr. Philip G. Gillett, the second President of the American Association, by Dr. Fred H. Wines, will be read with interest by all the older members of the Association. Dr. Wines was, as a state official of Illinois for many years, in the closest personal and business relationship to Dr. Gillett and knew him therefore as few other men did. The sketch is taken from a long article of reminiscent character by Dr. Wines, in a Chicago journal of recent date, under the special topic of "Useful servants of the state":

"Dr. McFarland and Dr. Philip G. Gillett, the principal of the school for the deaf, were men of rare gifts and attainments, with very marked individuality. Dr. Gillett, especially, was far-sighted, forceful, and skilled in the handling of men—a born leader. It was humorously said of him by Senator Tinceher of Vermilion county that Gillett before an appropriation committee always reminded him of raising the grade of Chicago; if he once got his jack-screw under the corner of an appropriation it would never slip nor go back. All his ambitions were nevertheless honorable and in line with the public interest, which he understood better than his opponents and critics did."

AFTER-SCHOOL IMPROVEMENT.

There is nothing perhaps so pleasing as meeting deaf men and women in the years after they have left school, and observing that instead of retrograding, or standing still, they have, because able to meet the world on its own terms and willing to

do so, gone forward and improved in all their attainments and in some of them, as is not infrequently the case, beyond the hopes even of most sanguine friends. A letter recently received from a teacher formerly associated with the writer, relates an experience of the kind spoken of, and as we know the boy and know the difficulties under which he labored—for he was somewhat over age—we can the better appreciate her reason for gratification. The case interests us—and will interest all teachers—as that of an indifferent lip-reader, speaker, and student in school, and with stubborn disposition withal, yet leaving school equipped in attainments in speech and lip-reading to an extent that has brought development and self-improvement which we believe could not have come to him had he had other and less practical school training. The following is the letter from the teacher:

"Amos H—— called to see me last evening. You may be interested to know that he reads the lips quite well. You may remember that he would not pay much attention in school and we thought he never would be a good lip reader. He is working in the cotton mill here. He is gentlemanly in appearance and polite in his manner. It was gratifying to see that he was doing so well. We had no difficulty in conversing and he framed very good sentences."

F. W. B.

A SUMMER COURSE OF LESSONS.

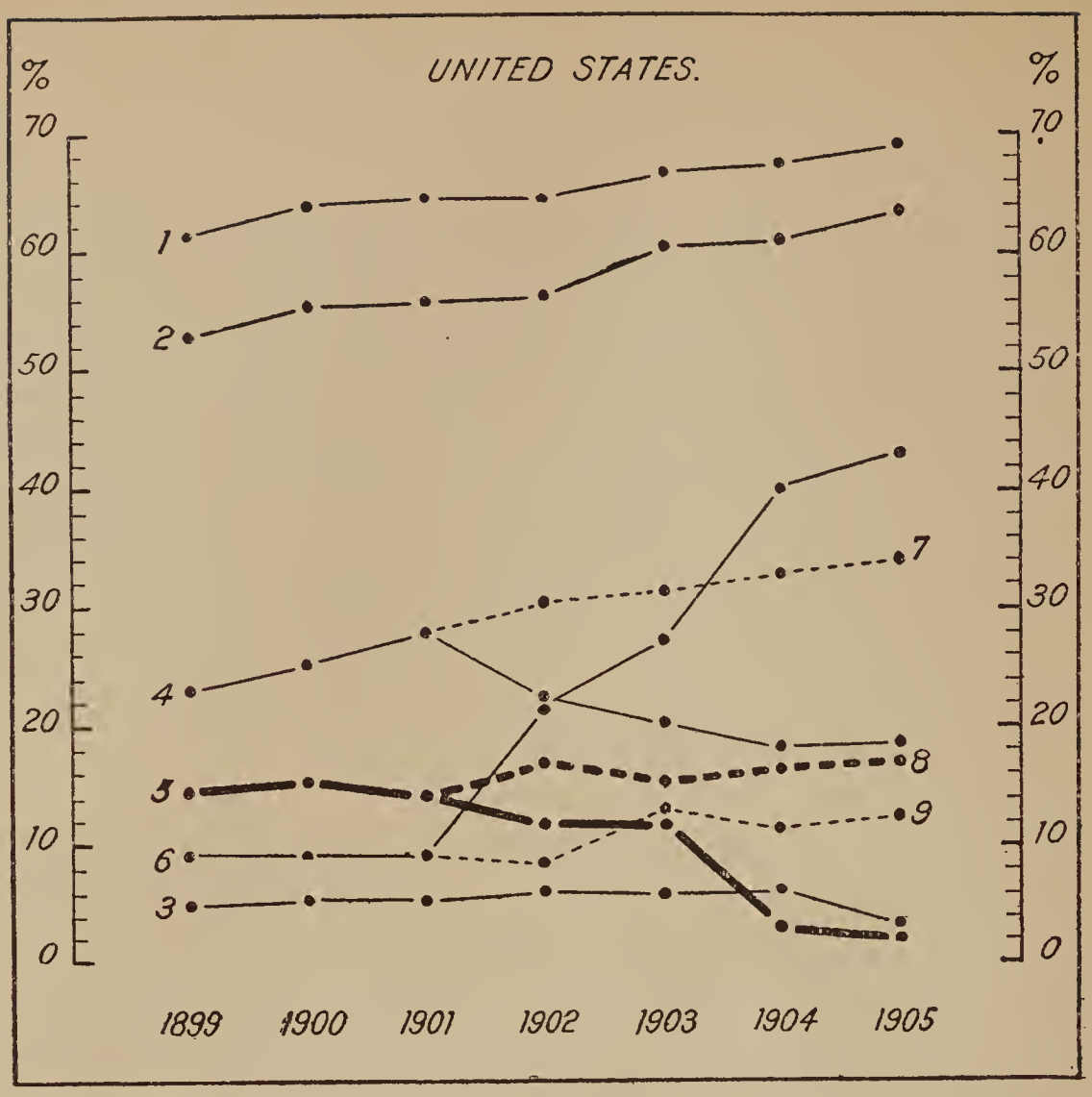
A course of lessons on the Mechanism of Speech, the Correction of Defective Speech, and Speech Development and Voice Training for Deaf Children, will be given in Boston, from June 28th to July 28th, 1905, at the second session of her Summer class, by Sarah Jordan Monro, special teacher of Speech at the Horace Mann School for the Deaf. There will be opportunities for students to observe instruction to deaf children and to work with them. For further particulars, address Mrs. Sarah Jordan Monro, 178 Newbury Street, Boston, Mass.

THE SEVENTH SUMMER MEETING OF THE AMERICAN ASSOCIATION.

As will be seen elsewhere in the report of the proceedings of the Annual Meeting, the next Summer Meeting of the Association, in 1906, with full programme, will be held at the Institution for the Deaf at Edgewood Park, Pa. Edgewood Park is a suburb of Pittsburg, hence it can be easily reached by rail from all sections of the country. No Summer Meeting having been held since the Northampton meeting in 1899, this meeting will, we have every reason to believe, have a large attendance of the membership of the Association.

The marriage of John Albert Macy and Annie Mansfield Sullivan was consummated on May 2, 1905, at Wrentham, Mass., Rev. Dr. Edward Everett Hale officiating. Mrs. Macy, so long the teacher of Helen Keller, will, we are glad to say, continue with her in the relationship of friend and companion in the home at Wrentham.

Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary aims to keep a list of teachers and one of superintendents, belonging to the above classes, for use by any person who may apply for them. Teachers filing their names and addresses with the General Secretary, should state the length and character of their experience, and give such other information as would be helpful to a Superintendent in making appointments. For reasons too obvious to state, the General Secretary requests teachers whose names are on the list to notify him at once upon their securing positions.



Number of Pupils.

Year	Taught Speech	Speech Used	Not Used†	Taught by Speech			Schoolroom Usage		
				S	SS‡	SSS‖	S	SS‡	SSS‖
	1	2	3	4	5	6	7	8	9
1899....	6460	5584	535	2496	1549	972			
1900*...	6884	5969	582	2757	1643	995			
1901....	7131	6167	621	3020	1611	1009			
1902....	7164	6276	712	2506	1323	2412	3400	1903	938
1903....	7561	6793	645	2331	1364	3098	3552	1754	1487
1904....	7578	6858	720	2050	305	4503	3715	1854	1289
1905...	7994	7373	621	2153	278	4942	3911	2038	1424

Percentage of Pupils.

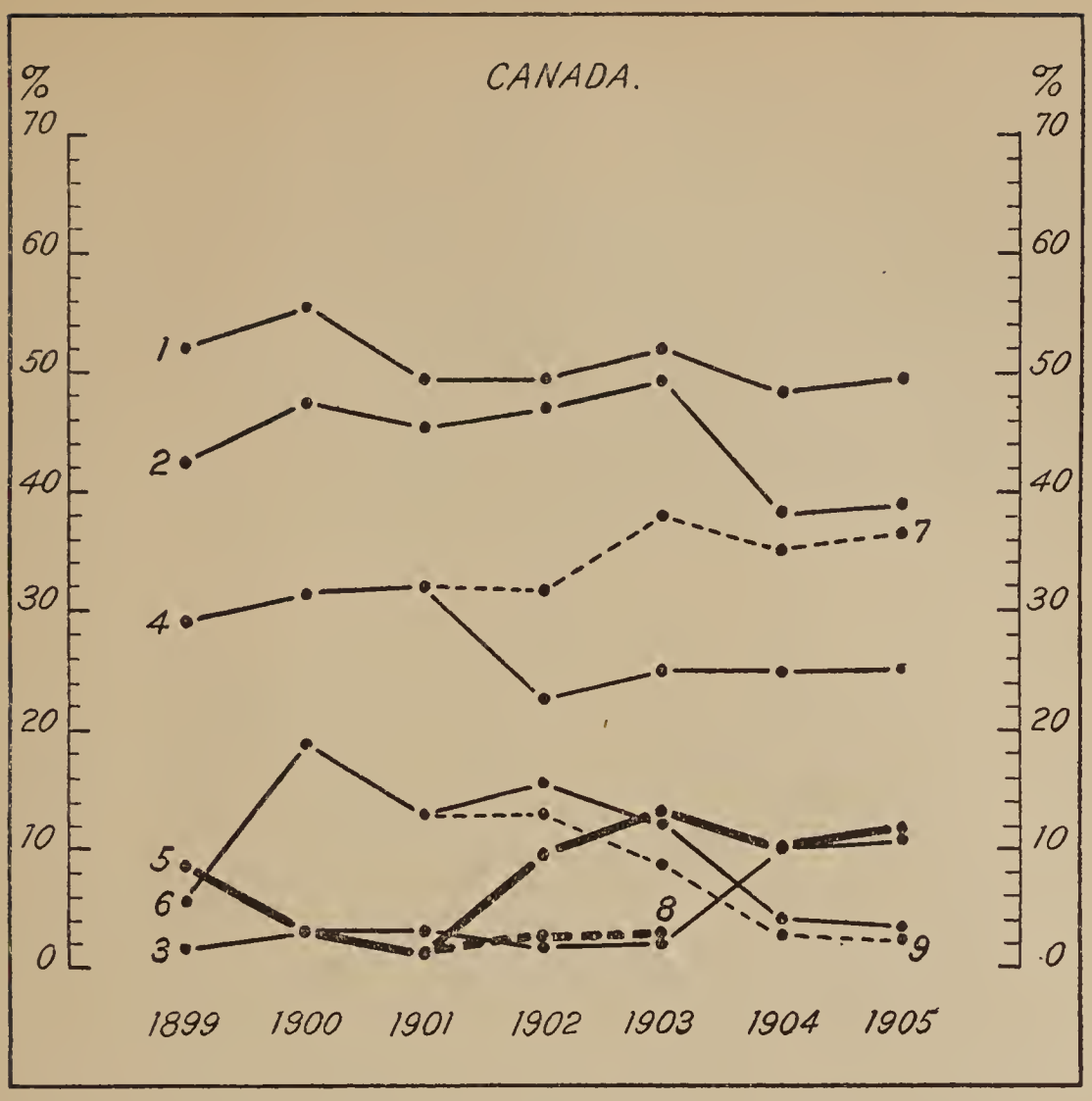
1899....	61.4%	53.1%	5.1%	23.7%	14.7%	9.2%			
1900....	64.0%	55.5%	5.4%	25.7%	15.3%	9.2%			
1901....	64.7%	56.0%	5.6%	27.4%	14.6%	9.2%			
1902....	64.7%	56.7%	6.4%	22.6%	12.0%	21.8%	30.6%	17.2%	8.5%
1903 ...	67.2%	60.3%	5.8%	20.7%	12.1%	27.5%	31.5%	15.6%	13.2%
1904....	67.3%	60.9%	6.4%	18.2%	2.7%	40.0%	33.0%	16.5%	11.4%
905....	69.1%	63.7%	5.4%	18.6%	2.4%	42.7%	33.8%	17.6%	12.3%

*For corrected Table for 1900, See Vol. II. p. 549. †Column 3, "not used" includes all cases where it is not known that speech is used as a means of instruction. ‡Columns 5 and 8 include unclassified cases taught by SS. ‖Columns 6 and 9 include unclassified cases taught by SSS.

KEY TO SPEECH DIAGRAMS.

The diagrams represent graphically the percentage of pupils taught speech in schools for the deaf in the United States and Canada, according to the statistics which have been gathered annually by the REVIEW since 1899. The figures on which the diagrams are based are given in each case immediately under them and the columns are numbered to correspond to the curves upon the diagrams.

1. Total taught Speech. (*Summation of all cases*).
2. Speech *used* as a means of instruction (*with or without spelling or sign-language*).
3. Taught speech, but speech *not used* as a means of instruction.



NUMBER OF PUPILS.

Year	Taught Speech	Speech Used	Not Used	Taught by Speech			Schoolroom Usage		
				S	SS	SSS	S	SS	SSS
	1	2	3	4	5	6	7	8	9
1899....	404	330	14	225	64	41			
1900....	434	411	23	247	20	144			
1901....	384	361	23	251	8	102			
1902....	393	377	16	180	75	122	250	20	107
1903....	387	367	20	183	93	91	283	21	63
1904....	354	282	72	179	75	28	259	—	23
1905....	346	273	73	174	76	23	255	—	18

PERCENTAGE OF PUPILS.

1899....	52.1%	42.6%	1.8%	29.0%	8.3%	5.3%			
1900....	55.4%	52.5%	2.9%	31.5%	2.6%	18.4%			
1901....	48.8%	45.9%	2.9%	31.9%	1.0%	13.0%			
1902....	49.2%	47.2%	2.0%	22.6%	9.4%	15.3%	31.4%	2.6%	13.4%
1903....	51.8%	49.1%	2.7%	24.5%	12.4%	12.2%	37.8%	2.8%	8.4%
1904....	48.2%	38.4%	9.8%	24.4%	10.2%	3.8%	35.3%	—	3.1%
1905....	49.5%	39.1%	10.4%	24.9%	10.9%	3.3%	36.5%	—	2.6%

KEY TO SPEECH DIAGRAMS—CONTINUED.

MEANS OF INSTRUCTION IN SCHOOL AND OUTSIDE.

4. Taught by Speech (*no spelling, no sign-language*).
5. Taught by Speech and Spelling (*no sign-language*).
6. Taught by Speech, Spelling, and Sign-Language.

SCHOOLROOM USAGE.

(Without reference to outside instruction).

7. Taught by Speech (*no spelling, no sign-language*).
8. Taught by Speech and Spelling, (*no sign-language*).
9. Taught by Speech, Spelling, and Sign-Language.

TABLE I.—SCHOOLS FOR THE DEAF IN THE UNITED STATES.

Arranged alphabetically according to location.

State or Territory.	Town.	Street or District.	Official Name of School.	Chief Executive Officer.
Alabama	Talladega		Alabama Institute for the Deaf	Joseph H. Johnson, M.A.
Arkansas	Little Rock		Arkansas Deaf-Mute Institute	Frank B. Yates.
California	Berkeley		California Institution for the Deaf and the Blind	W. Wilkinson, M. A., L. H. D.
do	Fresno City		Fresno Day-School for the Deaf	Maud N. Applegarth.
do	Los Angeles		Los Angeles Oral School for the Deaf	Mary E. Bennett.
do	Oakland	Eleventh and Jefferson Sts.,	Oakland Oral Day School for the Deaf	Charlotte Louise Morgan.
do	...do	Telegraph Ave., No. 4002.,	St. Joseph's School and Home for Deaf-Mutes	Sister M. Valeria.
do	Sacramento	Marshall School	Sacramento Oral School for the Deaf	H. Ray Kribs.
do	San Francisco.	Grove St., near Larkin	San Francisco Day School for the Deaf	Mrs. Jennie B. Holden.
Colorado	Col. Springs		Colorado School for the Deaf and the Blind	W. K. Argo, M. A.
Connecticut	Hartford		American School for the Deaf	Job Williams, M. A., L. H. D.
do	Mystic		Mystic Oral School for the Deaf	Frances E. Gillespie.
Dist. Columbia	Washington	Kendall Green	Columbia Institution for the Deaf and Dumb	E. M. Gallaudet, Ph. D., L.L.D.
			Comprising { The Kendall School for the Deaf and Gallaudet College	James Denison, M. A. / E. M. Gallaudet, Ph. D., L.L.D.
Florida	St. Augustine.		Florida Institute for the Deaf and the Blind	Wm. B. Hare.
Georgia	Cave Spring		Georgia School for the Deaf	Wesley O. Connor.
Illinois	Aurora	Center School	Aurora Day-School for the Deaf	Maggie Neel Proctor.
do	Chicago	Ashland and Wabansia St.	Burr Public Day-School for the Deaf	
do	...do	Ashland and West 13th St.	Clarke Public Day-School for the Deaf	
do	...do	Chestnut and N. State St.	Ogden Public Day-School for the Deaf	
do	...do	Edgewood Av. & Catalpa Ct.	Darwin Public Day-School for the Deaf	
do	...do	Gross Ave., No 4630	Seward Public Day-School for the Deaf	
do	...do	Harrison, near Halstead St.	Dore Public Day-School for the Deaf	
do	...do	Ingleside Ave. and 54th St.	Kozminski Public Day-School for the Deaf	
do	...do	Morgan St. and 33d Place	P. D. Armour Public Day-School for the Deaf	
do	...do	Seventieth St. and Yale Ave.	Yale Public Day-School for the Deaf	
do	...do	Twenty-first Pl. n'r Cal. Av.	Hammond Public Day-School for the Deaf	
do	...do	Twenty-first St. and Robie	Froebel Public Day-School for the Deaf	
do	do	The above	11 Public Day-Schools	Mary T. McCowen.
do	...do	South May Street, No. 409	Ephpheta School for the Deaf	Margaret Cosgrove.
			Mc Cowen Oral School for Young Deaf Children	Cornelia D. Bingham
Illinois	Elgin	7th Ave. and 22nd St.	Elgin Day-School for the Deaf	Elizabeth Stephenson.
do	Jacksonville		Illinois Inst. for Education of Deaf and Dumb	Charles P. Gillett.

	do	South May Street, No. 409	Ephpheta School for the Deaf	Margaret Cosgrove.
			Day-School for Young Deaf Children	Cornelia D. Bingham.
Illinois	Elgin	7th Ave. and 22nd St	Elgin Day-School for the Deaf	Elizabeth Stephenson.
do	Jacksonville		Illinois Inst. for Education of Deaf and Dumb	Charles P. Gillett.
do	Rockford		Rockford Day-School for the Deaf	Sara S Temple.
do	Rock Island	Fifth Ave., No. 1122	Rock Island Day-School for the Deaf	Meta C. Wittig.
do	Streator		Streator Day-School for the Deaf	Helen Owen.
Indiana	Indianapolis		Indiana Inst. for Education of Deaf and Dumb	Richard Otto Johnson.
Iowa	Council Bluffs		Iowa School for the Deaf	Henry W. Rothert.
Kansas	Olathe		Kansas School for the Deaf	H. C. Hammond, M. A.
Kentucky	Danville		Kentucky Inst. for Education of Deaf-Mutes	Augustus Rogers, M. A.
Louisiana	Baton Rouge		Louisiana Inst. for Ed. of Deaf and Dumb	S. T. Walker, M. A.
do	Chinchuba		Charitable Deaf-Mute Inst. of the Holy Rosary	Fr. Gabriel.
Maine	Portland	Spring Street, Nos. 79 to 85	Maine School for the Deaf	Elizabeth R. Taylor.
Maryland	Baltimore	Hollins St., Nos. 851 to 853	F. Knapp's Institute	Wm. A. Knapp.
do	do	McCulloh St., No. 903	St. Francis Xaviers's School for the Deaf	Mother M. Joseph Hartwell.
do	do	West Saratoga Street, No. 649	Maryland School for the Colored Blind and Deaf	John F. Bledsoe, M. A.
do	Frederick City		Maryland School for the Deaf and Dumb	Charles W. Ely, M. A.
Massachusetts	Beverly	113 Elliot Street	New England Industrial School for Deaf-mutes	Oakley M. Bockée.
do	Randolph	North Main St	Boston School for the Deaf	Rev. Thomas Magennis.
do	do	Newbury Street, No. 178	Horace Mann School for the Deaf	Sarah Fuller.
do	Northampton		Clarke School for the Deaf	Caroline A. Yale, LL.D.
do	West Medford	Woburn Street, No. 93	Sarah Fuller Home for Little Children Who Cannot Hear	Eliza L. Clark.
Michigan	Bay City		Bay City Day-School for the Deaf--	Martha Hill.
do	Calumet		Calumet Day-School for the Deaf	Gertrude Van Adestine.
do	Detroit	Second and Porter Sts	Detroit Day-School for the Deaf	Elizabeth Van Adestine.
do	Flint		Michigan School for the Deaf	Francis D. Clarke, M.A., C.E.
do	Grand Rapids		Grand Rapids Day-School for the Deaf	Mrs. Lou Sigler.
do	Ishpeming		Ishpeming Day-School for the Deaf	Katherine Fritz.
do	Jackson		Jackson Day-School for the Deaf	Gertrude A. Coleman.
do	Kalamazoo		Kalamazoo Day-School for the Deaf	Alice Jenkins.
do	Manistee		Manistee Day-School for the Deaf	Harriett B. Sanford.
do	Menominee		Menominee Day-School for the Deaf	Mary D. Cason.
do	Muskegon		Muskegon Day-School for the Deaf	Jessie Banford.
do	North Detroit		Evangelical Lutheran Institution for the Deaf	Rev. William Gielow.
do	Saginaw		Saginaw Day-School for the Deaf	Etta E. McFarlane.
do	Traverse City		Traverse City Day-School for the Deaf	Caroline Shaw.
Minnesota	Faribault		Minnesota School for the Deaf	James N. Tate, M.A., LL.D.
Mississippi	Jackson		Mississippi Inst. for Ed. of Deaf and Dumb	J. R. Dobyns, M.A., LL.D.
Missouri	Fulton		Missouri School for the Deaf and Dumb	Noble B. McKee, M. A., Ph. D.

TABLE I.—CONTINUED.—SCHOOLS FOR THE DEAF IN THE UNITED STATES.

State or Territory.	Town.	Street or District.	Official Name of School.	Chief Executive Officer.
Missouri	St. Louis	Cass Avenue, No. 1840	Mariae Consilia School for the Deaf	Sister M. Adele.
do	do	Henrietta St., No. 3435	Gallaudet School for the Deaf	James H. Cloud, M.A.
do	S. St. Louis	Longwood Place	St. Joseph's Deaf-Mute Institute for Boys	Sister Mary Suso.
Montana	Boulder		Montana School for Deaf and Blind	Thos. S. McAloney.
Nebraska	Omaha		Nebraska Institute for the Deaf and Dumb	R. E. Stewart, M. A.
New Jersey	Trenton		New Jersey School for Deaf-Mutes	J. P. Walker, M.A.
New York	Albany	Pine Hills	Albany Home Sch. for Oral Instr. of the Deaf	Mary McGuire.
do	Brooklyn	113 Buffalo Ave	Branch of St. Joseph's Inst. for the Improved Instruction of Deaf-Mutes	Mary C. Hendrick.
do	Buffalo	Edward Street, No. 125	Le Couteulx St. Mary's Inst. for the Improved Instruction of Deaf-Mutes	Sister Mary Anne Burke.
do	Fordham	East 188th Street, No. 772	Branch of St. Joseph's Inst. for the Improved Instruction of Deaf-Mutes	N. Francis O'Connor.
do	Malone		Northern New York Institution for Deaf-Mutes	Edward C. Rider.
do	New York	904 Lexington Avenue	New York Inst. for Im'd Inst'n of Deaf-Mutes	E. A. Gruver, B.A.
do	do	Washington Heights	New York Inst. for Instr. of Deaf and Dumb	Enoch Henry Currier, M.A.
do	do	534 W. 187th Street	Reno Margulies School for Children with Defective Hearing	Mrs. A. Reno Margulies.
do	do	847 St. Nicholas Ave	Washington Heights School for Children with Defective Hearing	Mrs. J. Scott Anderson.
do	do	1 and 2 Mt. Morris Park W	Wright Oral School	J. D. Wright, M.A.
do	Rochester	North St. Paul St., No. 945	Western New York Inst. for Deaf-Mutes	Z. F. Westervelt, LL.D.
do	Rome		Central New York Inst. for Deaf-Mutes	Edward Beverly Nelson, M.A.
do	Westchester		Branch of St. Joseph's Inst. for the Improved Instruction of Deaf-Mutes	Ellen E. Cloak.
North Carolina	Morganton		North Carolina School for the Deaf and Dumb	E. McK. Goodwin, M.A.
do	Raleigh		N. C. Inst. for the Deaf and Dumb and the Blind	John E. Ray, M.A.
North Dakota	Devils Lake		School for the Deaf and Dumb	Dwight F. Bangs.
Ohio	Ashtabula	Division Street School	Ashtabula Day-School for the Deaf	Mrs. Rosa Keeler.
do	Canton		The Canton Oral Day-School for the Deaf and Defective in Hearing	Katherine Mae Binkley.
do	Cincinnati	719 W. Sixth Street	Cincinnati Oral School for the Deaf	Virginia A. Osborn.
do	do	719 W. Sixth Street	Cincinnati Public School for the Deaf	Caroline Fesenback.
do	do	East Sixth Street	Notre Dame School for the Deaf	Sister Mary of the Sacred Heart.

Ohio	Cleveland	1304 Willson Ave.	Cleveland Day-School for the Deaf	Katherine E. Barry.
do	Columbus		Ohio Inst. for the Education of Deaf and Dumb	J. W. Jones, M.A.
do	Dayton	1st and St. Clair Streets	Dayton School for the Deaf	Nannie C. Kennedy.
do	Elyria		Elyria School for the Deaf	Harrietta A. Maxted.
Oklahoma	Guthrie		Oklahoma Institute for the Deaf and Dumb	H. C. Beamer.
Oregon	Salem		Oregon School for Deaf-Mutes	Thomas P. Clarke.
Pennsylvania	Edgewood P'k		West. Penna. Inst. for the Instruction of the Deaf and Dumb	William N. Burt, M.A., Ph.D.
do	Philadelphia	Belmont and Monument Aves	Home for the Training in Speech of Deaf Children before they are of School Age	Mary S. Garrett.
do	do	Mount Airy	Pennsylvania Institution for the Deaf and Dumb	A. L. E. Crouter, M.A., LL.D.
do	Scranton		Pennsylvania Oral School for the Deaf	Mary B. C. Brown.
Rhode Island	Providence	520 Hope St.	Rhode Island Institute for the Deaf	Laura De L. Richards.
South Carolina	Cedar Spring		S. Carolina Inst. for the Education of the Deaf and the Blind	Newton F. Walker.
South Dakota	Sioux Falls		South Dakota School for Deaf-Mutes	Dora Donald.
Tennessee	Knoxville		Tennessee Deaf and Dumb School	Thomas L. Moses.
Texas	Austin		Deaf, Dumb and Blind Inst. for Colored Youth	W. H. Holland.
do	do		Texas Deaf and Dumb Asylum	B. F. McNulty.
Utah	Ogden		Utah State School for the Deaf and Dumb	Frank M. Driggs.
Virginia	Staunton		Virginia School for the Deaf and the Blind	William A. Bowles.
Washington	Vancouver		Washington School for Defective Youth	James Watson.
West Virginia	Romney		West Virginia School for Deaf and Blind	James T. Rucker.
Wisconsin	Appleton		Appleton School for the Deaf	Hannah J. Gardner.
do	Ashland		Ashland Day-School for the Deaf	Alice V. Robie.
do	Black R'r F'lls		Black River Falls School for the Deaf	Blanche E. Argyle.
do	Delavan		Wisconsin School for the Deaf	E. W. Walker.
do	Eau Claire		Eau Claire Day-School for the Deaf	Jennie C. Smith.
do	Fond du Lac		Fond du Lac Day-School for the Deaf	Anna Sullivan.
do	Green Bay		Green Bay Day-School for the Deaf	M. Stella Flatley.
do	La Crosse		La Crosse Day-School for the Deaf	Mabel Hibbard.
do	Marinette	Main Street, No. 1532	Marinette School for the Deaf	Jessie M. Daniells.
do	Milwaukee	Seventh and Prairie Streets	Milwaukee Public Day-School for the Deaf	Frances Wettstein.
do	Neillsville		Neillsville Day-School for the Deaf	Elizabeth H. Irish, B.A.
do	Oshkosh		Oshkosh School for the Deaf	Anna Nugent.
do	Racine		Racine Day-School for the Deaf	Katherine Grimes.
do	St. Francis		St. John's Catholic Deaf-Mute Institute	Rev. M. M. Gerend.

TABLE I.—CONTINUED.—SCHOOLS FOR THE DEAF IN THE UNITED STATES.

State or Territory.	Town.	Street or District.	Official Name of School.	Chief Executive Officer.
Wisconsin.....	Sheboygan....	.....	Sheboygan Day-School for the Deaf.....	Etta M. Golden.
do.....	Sparta.....	.....	Sparta Day-School for the Deaf.....	Charlotte Shermer.
do.....	Wausau.....	.....	Wausau Day-School for the Deaf.....	Margaret Hurley.
do.....	West Superior.	.....	Superior Day-School for the Deaf.....	Delia C. Page.

CANADIAN SCHOOLS.

Manitoba.....	Winnipeg.....	.....	Manitoba Deaf and Dumb Institution.....	D. W. McDermid.
New Brunsw'k.	St. Johns.....	.....	New Brunswick School for the Deaf.....	
Nova Scotia...	Halifax.....	.....	Halifax Institution for the Deaf and Dumb.....	James Fearon.
Ontario.....	Belleville.....	.....	Ontario Institution for the Deaf and Dumb.....	Robert Mathison, M.A.
Quebec.....	Montreal.....	Berri Street, No. 546.....	Catholic Female Deaf and Dumb Institution....	Rev. Sister Philip of Jesus
...do.....	...do.....	Mile End	Catholic Male Deaf-Mute Inst. for the Province of Quebec.....	Rev. M. Cadieux, C. S. V.
do.....	...do.....	Notre Dame de Grace Street.	Mackay Inst. for Prot. Deaf-Mutes and Blind..	Mrs. H. E. Ashcroft.

" " N	—	—	—
" Scranton	—	—	—
R. I. Providen	—	—	—
S. C. Cedar Sp	68	—	—
S. D. Sioux F	—	10	—
Tenn. Knoxvil	—	—	—
Tex. Austin S	—	—	—
" Austin S	—	272	—
Utah. Ogden S	9	—	—
Va. Staunton	—	8	—
Wash. Vancouv	—	—	—
W. V. Romney	21	—	—
Wis. Appleto	—	—	—
" Ashland	—	—	—
" Black R	—	—	—
" Delavan	—	—	—
" Eau Cla	—	—	—
" Fond du	—	—	—
" Green B	—	—	—
" La Cros	—	—	—
" Marinet	—	—	—
" Milwauk	—	—	—
" Neillsvil	—	—	—
" Oshkosh	—	—	—
" Racine S	—	—	—
" St. Fran	18	12	—
" Sheboyg	—	—	—
" Sparta S	—	—	—
" Wausau	—	—	—
" West Su	—	—	—
Number of pu	1760	1193	231
Percentage "	15.2	10.3	2.0
Man. Winnipe	—	—	—
N. B. St. John	...	...	...
N. S. Halifax	—	—	—
Ont. Bellevill	—	—	—
P. Q. Montrea	—		
" " Den	—	—	—
" " Mile	—	—	—
" " N't	—	18	—
Number of pu	—	18	—
Percentage "	—	2.6	—

TABLE I.—CONTINUED.—SCHOOLS FOR THE DEAF IN THE UNITED STATES.

State or Territory.	Town.	Street or District.	Official Name of School.	Chief Executive Officer.
Wisconsin.....	Sheboygan....	.....	Sheboygan Day-School for the Deaf.....	Etta M. Golden.
do.....	Sparta.....	.....	Sparta Day-School for the Deaf.....	Charlotte Shermer.
do.....	Wausau.....	.....	Wausau Day-School for the Deaf.....	Margaret Hurley.
do.....	West Superior.	.....	Superior Day-School for the Deaf.....	Delia C. Page.

CANADIAN SCHOOLS.

Manitoba.....	Winnipeg.....	.....	Manitoba Deaf and Dumb Institution.....	D. W. McDermid.
New Brunsw'k.	St. Johns.....	.....	New Brunswick School for the Deaf.....	
Nova Scotia...	Halifax.....	.....	Halifax Institution for the Deaf and Dumb.....	James Fearon.
Ontario.....	Belleville.....	.....	Ontario Institution for the Deaf and Dumb.....	Robert Mathison, M.A.
Quebec.....	Montreal.....	Berri Street, No. 546.....	Catholic Female Deaf and Dumb Institution....	Rev. Sister Philip of Jesus
...do.....	...do.....	Mile End	Catholic Male Deaf-Mute Inst. for the Province of Quebec.....	Rev. M. Cadieux, C. S. V.
do.....	...do.....	Notre Dame de Grace Street.	Mackay Inst. for Prot. Deaf-Mutes and Blind..	Mrs. H. E. Ashcroft.

TABLE II.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, MARCH 31, 1905.

Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location	Number of Pupils			Taught Speech			Speech Used as a Means of Instruction						
	Total Query 9	Taught Speech	Not taught speech Query 8	Speech Used as a means of instruction	Speech Not Used as a means of instruction Query 7	Not stated whether used or not	S in Schoolr'm S outside Query 1	S in Schoolr'm SS outside Query 2	S in Schoolr'm SSS outside Query 3	SS in Schoolr'm SS outside Query 4	SS in Schoolr'm SSS outside Query 5	SSS in Schoolr'm SSS outside Query 6	Unclassified
Ala. Talladega School (1)	170	86	84	86	—	—	—	—	—	—	—	86	—
Ark. Little Rock School	236	56	180	56	—	—	—	—	56	—	—	—	—
Cal. Berkeley School*	142	109	33	—	—	109	—	—	—	—	—	—	—
" Fresno School	6	6	—	6	—	—	6	—	—	—	—	—	—
" Los Angeles School	16	16	—	16	—	—	16	—	—	—	—	—	—
" Oakland, 17th and West School	11	11	—	11	—	—	11	—	—	—	—	—	—
" " Telegraph Ave. School	41	41	—	41	—	—	—	—	—	—	—	41	—
" Sacramento School	8	8	—	8	—	—	8	—	—	—	—	—	—
" San Francisco School	37	37	—	37	—	—	37	—	—	—	—	—	—
Col. Colorado Springs School (2)	121	87	34	87	—	—	—	—	—	—	—	—	—
Conn. Hartford School (3)	166	134	32	77	57	—	—	—	87	—	—	—	—
" Mystic School	25	25	—	25	—	—	25	—	77	—	—	—	—
D. C. Washington, Gallaudet College*	100	45	55	4	—	41	—	—	—	—	—	—	4
" " Kendall School*	57	45	12	4	—	41	—	—	—	—	—	—	4
Fla. St. Augustine School	57	34	23	30	4	—	—	—	—	—	—	—	—
Ga. Cave Spring School (4)	178	84	94	84	—	—	—	—	19	—	—	11	—
Ill. Aurora School	5	5	—	5	—	—	5	—	—	—	—	84	—
" Chicago, Ashland & Wabansia St.	21	21	—	21	—	—	21	—	—	—	—	—	—
" " Ashland & W. 13th St.	9	9	—	9	—	—	9	—	—	—	—	—	—
" " Chestnut St. School	22	22	—	22	—	—	22	—	—	—	—	—	—
" " Edgewood Ave. School	27	27	—	27	—	—	27	—	—	—	—	—	—
" " 46th St School	7	7	—	7	—	—	7	—	—	—	—	—	—
" " Harrison St. School	14	14	—	14	—	—	14	—	—	—	—	—	—
" " Ingleside Ave. School	8	8	—	8	—	—	8	—	—	—	—	—	—
" " Morgan St. School	14	14	—	14	—	—	14	—	—	—	—	—	—
" " Seventieth St. School	50	50	—	50	—	—	50	—	—	—	—	—	—
" " 21st Pl. & Cala. Ave	12	12	—	12	—	—	12	—	—	—	—	—	—
" " 21st & Robey Sts	7	7	—	7	—	—	7	—	—	—	—	—	—
" " 11 Public Day Schools	191	191	—	191	—	—	191	—	—	—	—	—	—
" " South May St. School	53	53	—	53	—	—	—	—	—	—	53	—	—
" " Yale Ave. School	28	28	—	28	—	—	28	—	—	—	—	—	—
" Derinda Centre School	3	2	1	2	—	—	1	—	—	—	—	1	—
" Elgin School	8	8	—	8	—	—	8	—	—	—	—	—	—
" Jacksouville School	475	434	41	394	40	—	—	—	—	—	348	46	—
" Rockford School	6	6	—	6	—	—	—	—	—	—	—	6	—
" Rock Island School	6	6	—	6	—	—	6	—	—	—	—	—	—
" Streator School	5	5	—	5	—	—	5	—	—	—	—	—	—
Ia. Indianapolis School	345	186	159	186	—	—	—	—	174	—	12	—	—
Iowa. Council Bluffs School	252	109	143	109	—	—	—	—	109	—	—	—	—
Kan. Olathe School (5)	212	77	135	77	—	—	—	—	—	—	59	18	—
Ky. Danville School	356	149	207	149	—	—	—	—	149	—	—	—	—
La. Baton Rouge School	124	59	65	59	—	—	—	—	—	—	—	59	—
" Chiuchuba School (6)	30	25	5	2	23	—	2	—	—	—	—	—	—
Me. Portland School	93	87	6	87	—	—	—	—	—	—	—	87	—
Md. Baltimore, Hollius St. School†	27	27	—	27	—	—	27	—	—	—	—	—	—
" " McCulloh St. School*	28	28	—	—	—	28	—	—	—	—	—	—	—
" " W. Saratoga St. School	40	15	25	15	—	—	—	—	—	15	—	—	—
" Frederick City School (7)	111	111	—	82	29	—	—	—	60	—	22	—	—
Mass. Beverly School (8)	24	24	—	24	—	—	—	—	—	—	24	—	—
" Boston, Randolph School	65	65	—	65	—	—	65	—	—	—	—	—	—
" " Newbury Street School	137	137	—	137	—	—	137	—	—	—	—	—	—
" Northampton School	144	144	—	144	—	—	144	—	—	—	—	—	—
" W. Medford School	11	11	—	11	—	—	11	—	—	—	—	—	—
Mich. Bay City School	7	7	—	7	—	—	7	—	—	—	—	—	—
" Calumet School	9	9	—	9	—	—	9	—	—	—	—	—	—
" Detroit School	42	42	—	42	—	—	42	—	—	—	—	—	—
" Flint School*	351	242	109	194	—	48	—	—	—	—	—	—	194
" Grand Rapids School	26	26	—	26	—	—	26	—	—	—	—	—	—
" Ishpeming School	6	6	—	6	—	—	6	—	—	—	—	—	—
" Jackson School (9)	8	8	—	8	—	—	8	—	—	—	—	—	—
" Kalamazoo School	7	7	—	7	—	—	7	—	—	—	—	—	—
" Manistee School	8	8	—	8	—	—	8	—	—	—	—	—	—
" Traverse City School	7	7	—	7	—	—	7	—	—	—	—	—	—
" Menominee School	5	5	—	5	—	—	5	—	—	—	—	—	—
" Muskegon School	6	6	—	6	—	—	—	—	—	6	—	—	—
" North Detroit School	30	27	3	26	1	—	—	—	—	—	—	26	—
" Saginaw School	7	7	—	7	—	—	—	—	—	7	—	—	—
Minn. Faribault School	287	90	197	90	—	—	—	—	—	—	—	90	—
Miss. Jacksou School (10)	134	73	61	73	—	—	—	—	—	—	—	73	—
Mo. Fulton School	348	98	250	98	—	—	—	—	98	—	—	—	—
" St. Louis, Cass Ave. School	37	20	17	—	20	—	—	—	—	—	—	—	—
" " Henrietta St. School	45	44	1	—	44	—	—	—	—	—	—	—	—
" " So. St. Louis School	22	22	—	18	4	—	—	—	—	—	—	18	—
Mont. Boulder School	44	34	10	34	—	—	—	—	18	—	—	16	—
Neb. Omaha School	185	97	88	97	—	—	—	—	34	—	33	30	—
N. J. Trentou School (11)	150	150	—	150	—	—	—	—	—	—	—	150	—
N. Y. Albany School	...	...	...	..	....	...	...	...	...	...	...	...	...
" Brooklyn School‡	...	...	...	..	...	...	...	...	...	...	...	...	...
" Buffalo School (12)	162	136	26	136	—	—	6	—	—	—	130	—	—
" Fordham School‡	399	399	—	399	—	—	—	—	—	—	399	—	—
" Malone School (13)	79	68	11	68	—	—	9	—	—	59	—	—	—
" N. Y. Lexingtou Ave. School	220	220	—	220	—	—	220	—	—	—	—	—	—
" " Mt. Morris Park School	25	25	—	25	—	—	25	—	—	—	—	—	—
" " St. Nicholas Ave. School	5	5	—	5	—	—	5	—	—	—	—	—	—
" " Wash'n H'ts. (N.Y. Inst) (14)	452	452	—	452	—	—	—	—	—	—	452	—	—
" " West 187th St. School	8	8	—	8	—	—	8	—	—	—	—	—	—
" Rochester School (15)	176	176	—	176	—	—	—	—	—	176	—	—	—
" Rome School	112	112	—	112	—	—	—	—	—	—	112	—	—
" Westchester School‡	...	...	...	..	...	...	...	...	...	..	...	...	...
N. C. Morganton School	242	127	115	127	—	—	—	—	127	—	—	—	—
" Raleigh School	96	40	56	20	20	—	—	—	—	—	—	20	—
N. D. Devils Lake School (16)	65	37	28	37	—	—	—	—	8	—	—	29	—
Ohio. Ashtabula School	5	5	—	5	—	—	5	—	—	—	—	—	—
" Canton School	9	9	—	9	—	—	9	—	—	—	—	—	—
" Cin'nati, W. 6th St. (Oral) School	21	21	—	21	—	..	21	—	—	—	—	—	—
" " (Manual) Sch.	4	—	4	—	—	—	—	—	—	—	—	—	—
" " East Sixth St. Sch	23	20	3	20	—	—	5	—	—	15	—	—	—
" Cleveland School	40	40	—	40	—	—	40	—	—	—	—	—	—
" Columbus School (17)	487	241	246	241	—	—	—	—	241	—	—	—	—
" Dayton School	5	5	—	5	—	—	5	—	—	—	—	—	—
" Elyria School	5	5	—	5	—	—	5	—	—	—	—	—	—
Okla. Guthrie School	74	—	74	—	—	—	—	—	—	—	—	—	—
Ore. Salem School*	71	38	33	29	—	9	—	—	—	—	—	—	29
Penn. Edgewood Park School	219	178	41	178	—	—	—	—	178	—	—	—	—
" Phila., Belmont Ave. School	63	63	—	63	—	—	63	—	—	—	—	—	—
" " Mt. Airy School	507	474	33	474	—	—	474	—	—	—	—	—	—
" Scranton School	85	85	—	85	—	—	85	—	—	—	—	—	—
R. I. Providence School	63	63	—	63	—	—	63	—	—	—	—	—	—
S. C. Cedar Spring School (18)	109	104	5	104	—	—	—	—	36	—	68	—	—
S. D. Sioux Falls School	58	28	30	10	18	—	—	—	—	—	—	10	—
Tenn. Knoxville School† (19)	244	85	159	45	40	—	—	—	45	—	—	—	—
Tex. Austin School (for colored) (20)	61	—	61	—	—	—	—	—	—	—	—	272	—
" Austin School (for whites) (21)	448	272	176	272	—	—	—	—	—	—	—	—	—
Utah. Ogden School (22)	81	50	31	43	7	—	—	—	34	—	9	—	—
Va. Staunton School	160	64	96	64	—	—	—	—	56	—	—	8	—
Wash. Vancouver School†	93	26	67	—	26	—	—	—	—	—	—	—	—
W. V. Romney School	161	31	130	21	10	—	—	—	—	—	21	—	—
Wis. Appleton School	7	7	—	7	—	—	7	—	—	—	—	—	—
" Ashland School	14	14	—	14	—	—	14	—	—	—	—	—	—
" Black River Falls School	11	11	—	11	—	—	11	—	—	—	—	—	—
" Delavan School	202	152	50	152	—	—	—	—	152	—	—	—	—
" Eau Claire School	21	21	—	21	—	—	21	—	—	—	—	—	—
" Fond du Lac School	13	13	—	13	—	—	13	—	—	—	—	—	—
" Green Bay School	8	8	—	8	—	—	8	—	—	—	—	—	—
" La Crosse School	8	8	—	8	—	—	8	—	—	—	—	—	—
" Marinette School	8	8	—	8	—	—	8	—	—	—	—	—	—
" Milwaukee School	65	65	—	65	—	—	65	—	—	—	—	—	—
" Neillsville School	10	10	—	10	—	—	10	—	—	—	—	—	—
" Oshkosh School	6	6	—	6	—	—	6	—	—	—	—	—	—
" Racine School	16	16	—	16	—	—	16	—	—	—	—	—	—
" St. Francis School	73	52	21	50	2	—	20	—	—	—	18	12	—
" Sheboygan School	7	7	—	7	—	—	7	—	—	—	—	—	—
" Sparta School	8	8	—	8	—	—	8	—	—	—	—	—	—
" Wausau School	12	12	—	12	—	—	12	—	—	—	—	—	—
" West Superior School	13	13	—	13	—	—	13	—	—	—	—	—	—
Number of pupils in 134 schools	11560	7994	3566	7373	345	276	2153	—	1758	278	1760	1193	231
Percentage " " "	100.0	69.1	30.9	63.7	3.0	2.4	18.6	—	15.2	2.4	15.2	10.3	2.0
CANADA													
Man. Winnipeg School	71	—	71	—	—	—	—	—	—	—	—	—	—
N. B. St. John School	...	...	...	...	...	...	...	...	...	...	...	...	...
N. S. Halifax School	98	76	22	76	—	—	—	76	—	—	—	—	—
Ont. Belleville School (23)	224	58	166	—	58	—	—	—	—	—	—	—	—
P. Q. Montreal :													
" " Denis St. School (24)	137	102	35	97	5	—	97	—	—	—	—	—	—
" " Mile End School	110	60	50	60	—	—	60	—	—	—	—	—	—
" " N'tre D'me de Grace School‡	59	50	9	40	10	—	17	—	5	—	—	18	—
Number of pupils in 7 schools	699	346	353	273	73	—	174	76	5	—	—	18	—
Percentage " " "	100.0	49.5	50.5	39.1	10.4	—	24.9	10.9	0 7	—	—	2.6	—

*Compiled from Statistics given in American Annals of the Deaf, of March, 1905.

†Statistics from the Association Review, of June, 1904.

‡The Brooklyn, Fordham, and Westchester Schools are branches of St. Joseph's Institute, and the statistics as reported are consolidated and given above as of the Fordham School.

For general summary of the above, see Tables III, IV, and V. (1) to (24), see Notes, pp, 295-297.

TABLE III.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.—MARCH 31, 1905.

General Summary	United States		Canada	
	No. of Pupils	Per cent. of P'pils	No. of Pupils	Per cent. of P'pils
TOTAL PUPILS,.....	11560	100.0	699	100.0
Taught Speech,.....	7994	69.1	346	49.5
Not taught Speech,.....	3566	30.9	353	50.5
TAUGHT SPEECH:.....				
Speech used as means of instruction..	7373	63.7	273	39.1
"not " " " " " ..	345	3.0	73	10.4
Not stated (whether used or not)..	276	2.4	—	—
SPEECH USED AS MEANS OF INSTRUCTION:				
In Schoolroom, Outside,				
S ..... S	2153	18.6	174	24.9
S .... SS	—	—	76	10.9
S ..... SSS	1758	15.2	5	0.7
SS ..... SS	278	2.4	—	—
SS .... SSS	1760	15.2	—	—
SSS..... SSS	1193	10.3	18	2.6
Unclassified.... SSS	231	2.0	—	—

Symbols employed in above Table:

S Speech (*no Spelling, no Sign-language.*)
SS Speech and Spelling (*no Sign-language.*)
SSS Speech, Spelling, and Sign-language.

TABLE IV.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.—MARCH 31, 1905.

Means of Instruction in School and Outside (See diagrams, pp. 282 and 283)				United States		Canada	
				No. of Pupils	Per cent.	No. of Pupils	Per cent.
Diagrams	Schoolroom	Outside					
	S	S					
Line 4			Total S...	2153	18.6	174	24.9
	S	SS					
	SS	SS					
Line 5			Total SS..	278	2.4	76	10.9
	S	SSS					
	SS	SSS					
	SSS	SSS					
	Unclass.	SSS					
Line 6			Total SSS	4942	42.7	23	3.3

TABLE V.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.—MARCH 31, 1905.

Schoolroom Usage. without reference to outside instruction (See diagrams, pp. 282 and 283.)				United States		Canada	
				No. of Pupils	Per Cent.	No. of Pupils	Per Cent.
Diagrams	Schoolroom	Outside					
	S	S					
	S	SS					
	S	SSS					
Line 7			Total S...	3911	33.8	255	36.5
	SS	SS					
	SS	SSS					
Line 8			Total SS..	2038	17.6	—	—
	SSS	SSS					
	Unclass.	SSS					
Line 9			Total SSS	1424	12.3	19	2.6

Symbols employed in above Tables:

S Speech (*no Spelling, no Sign-language.*)
SS Speech and Spelling (*no Sign-language.*)
SSS Speech, Spelling, and Sign-language.

The above statistics (Tables II, III, IV, and V) have been compiled from replies to the following queries:

Query 1. SPEECH (without spelling or sign-language) used both in the school-room and outside, with.....pupils.

Query 2. SPEECH without spelling or sign-language) used in the school-room; but SPELLING (without sign-language) also used outside in chapel exercises, workshop instruction, etc., with.....pupils.

Query 3. SPEECH (without spelling or sign-language) used in the school-room; but SPELLING and SIGN-LANGUAGE also used outside in chapel exercises, workshop instruction, etc., with.....pupils.

Query 4. SPEECH and SPELLING (without sign-language) used both in the school-room and outside, with .....pupils.

Query 5. SPEECH and SPELLING (without sign-language) used in the school-room; but SIGN-LANGUAGE also used outside in chapel exercises, workshop instruction, etc., with....pupils.

Query 6. SPEECH, SPELLING and SIGN-LANGUAGE used both in the school-room and outside, with....pupils.

Query 7. Number taught ARTICULATION without speech being used as a means of instruction (their general education being carried on by silent methods),.....pupils.

Query 8. Number taught by silent methods alone, without being taught articulation or speech,.....pupils.

Query 9. Number of pupils in this school March 31, 1905: Total, ...pupils.

NOTES.

(1) Talladega School (Ala.): The figures given in answer to the queries were: 1, 0; 2, 0; 3, 36; 4, 0; 5, 60; 6, 86; 7, 0; 8, 84; 9, 170.

(2) Colorado Springs School (Col.): The thirty-four pupils not taught speech include three Blind-Deaf.

(3) Hartford School (Conn.): Dr. Job Williams, the Principal, writes:

"The number of our pupils on March 31st was 166.

"32 receive no instruction in speech or lip-reading. 77 are in eight oral classes and eight of their teachers do not know the sign-language and could not use it if they wished to, but I would not swear that they never made a sign. The other three teachers very seldom make a sign in their classes.

"57 pupils receive instruction in speech and lip-reading for an hour each day, under special teachers, their general instruction being carried on chiefly by spelling and writing, though considerable speech and lip-reading are used in some of the classes and signs when necessary.

"Both signs and spelling are used in the chapel exercises.

"All our pupils, first or last, pick up signs and use them more or less out of school hours.

"When a child has not yet learned any other language I do not believe one is a worse teacher for being able to understand an idea expressed in signs and give the written language for it, instead of being obliged to take the child to some one else to find out what he is trying to say."

(4) Cave Spring School (Ga.): Of the 178 pupils in the school, 33 are negroes, and these are all included in the 94 not taught speech.

(5) Olathe School (Kan.): Mr. H. C. Hammond, Superintendent, writes:

"We have not taught articulation as an accomplishment this year. Everybody gets sign language outside of schoolroom."

(6) Chinchuba School (La.): The figures in answer to the queries were: 1, 2; 2, 0; 3, 0; 4, 0; 5, 0; 6, 28; 7, 23; 8, 5; 9, 30.

(7) Frederick City School (Md.): Mr. Charles W. Ely, the Principal, writes: "The sign language is used in all chapel exercises. It is not forbidden to any out of school. Pupils who can speak are encouraged to do so out of school as well as in and many take much pleasure in it."

(8) Beverly School (Mass.): Miss Bockee, the Principal, writes: "An effort is being made to make the pupils depend on spelling and speech outside of school. Up to this time signs have been used a great deal."

(9) Jackson School (Mich.): Four of the pupils have partial hearing and are taught by the auricular method.

(10) Jackson School (Miss.): The school had 98 white and 36 colored pupils. Of these, all the colored and 25 per cent. of the white were not taught speech. Dr. Dobyns, the Principal, says: "I find that all oral teachers will use a sign occasionally or spell on the fingers now and then. We are practically teaching 30 per cent. of the pupils by the Oral method."

(11) Trenton School (N. J.): Mr. John P. Walker, Principal, writes: "I observe that even the most radical of my Oral teachers resort to a little gesture at times and under the circumstances of course could not certify that any of my children are taught absolutely without signs."

(12) Buffalo School (N. Y.): The figures given in answer to the queries were as follows: 1, 6; 2, 0; 3, 0; 4, 0; 5, 130; 6, 0; 7, 70; 8, 26; 9, 162.

(13) Malone School (N. Y.): The figures given in answer to the queries were as follows: 1, 0; 2, 24; 3, 0; 4, 55; 5, 0; 6, 0; 7, 16; 8, 11; 9, 79.

(14) Washington Heights School (N. Y.): Mr. E. H. Currier, the Principal, writes: "4 and 5 combined expresses the real condition. 4 is the aim, but sometimes a sign creeps in, therefore by combining the two you will have the exact history."

(15) Rochester School (N. Y.): Mr. Z. F. Westervelt, the Principal, refers us to the note in connection with last year's statistics and says: "All pupils, of every grade, have daily one or more oral recitations. But these classes all have other exercises that are conducted through manual spelling, writing, and speech, so that there are none who are not taught through speech, and none who are not taught through manually spelled and written English."

(16) Devils Lake School (N. D.): Mr. Bangs, the Superintendent, says of the pupils classed under 3: "Eight pupils are taught this way, and while I do not say that a sign is never made in the class-room, I think these 8 come under this head."

(17) Columbus School (O.): The figures given in answer to the queries were as follows: 1, 0; 2, 0; 3, 241; 4, 0; 5, 0; 6, 0; 7, 17; 8, 246; 9, 487.

(18) Cedar Spring School (S. C.): The figures given in answer to the queries were as follows: 1, 0; 2, 0; 3, 36; 4, 0; 5, 68; 6, (omitting "speech") 8: 7, 0; 8, 0; 9, 76 whites, 33 colored.

(19) Knoxville School (Tenn.): The returns from this school were received too late for inclusion in the tables, therefore the figures used were taken from last year's report. The figures given in answer to the queries for this year were as follows: 1, 0; 2, 0; 3, 40; 4, 0; 5, 0; 6, 0; 7, 35; 8, 160; 9, 235. Mr. Moses says that with the 35 pupils included under query 7, speech is used to some extent as a means of instruction.

(20) Austin School for Colored (Texas): Mr. W. H. Holland, Superintendent, writes: "I have not introduced articulation as one of the means of Deaf-Mute instruction as yet, but hope to do so at an early date."

(21) Austin School for Whites (Texas): Mr. J. W. Blattner, the Principal, writes: "We use no signs in primary classes at all, and in advanced classes only when it is necessary to expedite the progress of the work. They are being used less and less in the school-room."

(22) Ogden School (Utah): Mr. Frank M. Driggs, the Superintendent, writes: "Three-fourths of our Primary pupils are in Oral classes where we use speech, speech-reading, and writing. All other pupils are in manual classes, where we use spelling and writing, also speech and speech-reading. The manual alphabet is used everywhere else, in chapel, in the shops, on the play-ground, etc., but not to the total exclusion of signs."

(23) Belleville School (Ontario): Mr. R. Mathison, the Superintendent and Principal, does not classify his pupils, but sends us a schedule of the articulation work in his school with the request that we classify as seems proper. From this schedule we find there are twelve articulation classes of from three to six pupils each under two teachers, with a period of instruction of forty-five minutes each day. The primary object of the instruction appears to be to teach the pupils to speak, therefore we have entered the number in these classes under 7. In the course of the articulation instruction, however, much general knowledge is imparted and drill is given in language. Mr. Mathison says: "Pupils in all the classes are spoken to and are encouraged to answer orally when there is any chance of response."

(24) Montreal (Denis St.) School: Canada: The figures given in answer to the queries are as follows: 1, 97; 2, 0; 3, 0; 4, 0; 5, 5; 6, 35; 7, 5; 8, 35; 9, 137.

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ANNUAL MEETING OF THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

The annual meeting of the American Association to Promote the Teaching of Speech to the Deaf was held at the Institution for Improved Instruction of the Deaf, Lexington Ave., New York City, at ten o'clock A. M., Saturday, May 27, 1905.

The President, Dr. A. L. E. Crouter, called the meeting to order. The following members were in attendance: Dr. A. L. E. Crouter, Dr. Z. F. Westervelt, Mrs. Z. F. Westervelt, Mr. Edmund Lyon, Mr. E. A. Gruver, Mrs. E. A. Gruver, Miss Sarah Fuller, Mr. T. F. Driscoll, Miss Julia Connery, Miss Harriet L. Calahan, Mr. F. W. Booth. There were also present by invitation Mr. C. M. Barrows, of Boston, and Dr. George Feshtig, of New York.

The call for the meeting, issued by the President, and published in the REVIEW for April, was read.

The minutes of the last meeting held at Northampton were read and duly approved.

Mr. C. M. Barrows of Boston, having been invited to be present and to address the meeting explaining his method of developing hearing power in the deaf and the partially deaf, was called upon. Mr. Barrows has been for many years a profound student of psychology and biology, and he has given especial attention to the psychological-physiological basis of deafness, or rather of hearing. His study and research have carried him quite beyond the range of ordinary thinking and experience, and so the theories and processes presented in his paper were scarcely less startling than interesting. As we expect to be favored by Mr. Barrows with a specially prepared paper on the subject treated for publication in a future number of the REVIEW, we reserve further comment upon the paper read. We may say, however, that there was a general expression, in the discussion of the

paper following its reading, to the feeling that the nature and results of Mr. Barrows' experiments as so far developed, are of sufficient interest and importance to render it desirable that he be given opportunity for further and more critical experiment under favorable conditions for reaching the results desired.

The Treasurer made report of the Association funds passing through his hands in the period from May 13, 1904, to May 19, 1905, as follows:

Report of the Treasurer of the American Association to Promote the Teaching of Speech to the Deaf, for the period from May 13, 1904, to May 19, 1905:

Balance as per Report of May 13, 1904,.....	$667 63

RECEIPTS.

Alex. Graham Bell, annual contribution.....	1500 00
Annual Dues of Members.....	910 00
Subscriptions to Association Review.....	128 00
Sales of Publications.....	69 80
Advertising in Association Review.....	61 25
American Security & Trust Co., income from invested funds....	1249 38
Bank Interest on current funds.....	23 31
	$4609 37

DISBURSEMENTS.

Salaries and wages account.....	$2653 30
Printing Association Review, five numbers.....	526 35
Printing, job-work, Circular of Information, etc.,.....	70 15
Translations, Reviews, and Contributions.....	123 20
Postage on Association Review.....	32 65
Expenses—stamps, telegraphing, express, traveling.....	205 80
Binding volumes of Association Review.....	10 00
Engravings	12 01
Balance	975 91
Signed,	$4609 37

F. W. Booth,
Treasurer.

Mt. Airy, Philadelphia, Pa., May 19, 1905.

A resolution was offered and carried that the By-Laws of the Association be amended by adding a Section regulating the number of members to constitute a quorum of the Board of Directors, the number to be fixed at five.

A communication was here read from Dr. W. N. Burt of the Western Pennsylvania Institution for the Deaf and Dumb, at Edgewood Park, Pittsburg, extending, on behalf of the Board of Directors of the Institution, an invitation to the Association to

hold its next Summer Meeting (in 1906) at the Edgewood Park school. The invitation was on motion referred to the Board of Directors with recommendation that it be accepted. (The invitation, thus referred to the Board, was later acted upon favorably. The exact dates of the Meeting will be fixed at the regular annual meeting of the Board in December.)

It was moved and carried as the sentiment of those present that full co-operation by the Association should be extended to the Convention of American Instructors of the Deaf at its coming meeting at Morganton by attendance and participation of its members, in such action carrying out the provision in the Constitution of the Association relating to it. (See Article II, Section 4, Constitution.)

Mr. F. W. Booth, the General Secretary, gave a critical review of his observations made of the work of the several schools which he visited in his tour of western schools in October, more especially of the Oral work seen and of the favorable or unfavorable conditions under which it is being prosecuted. It was moved that Mr. Booth's report be put in written form and placed on the records of the Association for historical uses.

The election of Directors being in order, and the nominations for the office of Director, previously submitted in writing to the President, having been read, the election was proceeded with with the following result:

Directors elected to serve three years—Z. F. Westervelt, Sarah Fuller, E. A. Gruver, E. McK. Goodwin, Mrs. W. B. Weeden.

The General Secretary reported that there had been subscribed to the proposed endowment fund to enable the Association to maintain a training school for articulation teachers about one-fourth of the $25,000 required.

On motion the meeting adjourned. F. W. B.

Reprints in pamphlet form of the papers on "Formation and Development of Elementary English Sounds," by Caroline A. Yale, may be obtained by addressing the office of the General Secretary. Price for single copies, 25 cents.

THE ASSOCIATION REVIEW.

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THE AMERICAN INSTITUTIONS FOR THE EDUCATION OF THE DEAF.[1]

G. FERRERI, ROME, ITALY.

CHAPTER VII.

THE CO-EDUCATION OF THE SEXES AND RELIGIOUS EDUCATION.

1. *The Co-education of the Sexes.*

The United States is the land of the co-education of the sexes in school. This is understood, for it has been said and sung in every tone. With us Latins, made up of a mass of prejudices and soaked in the false principles of a traditional, bigoted education, this does not succeed. And also this has been noticed for some time. However, it has also been noticed that, in Italy for example, we have been the first to accept the co-education of the sexes in higher schools and universities. But the opposition of the majority to co-education is so great as to make one doubt the triumph of the idea as regards the elementary schools. In this case opposition and discussion are the order of ideas and the atmosphere of our historic-pedagogic environment.

What is surprising is that the question is not so entirely solved, even in the United States, as is generally believed. One goes there with the preconceived idea that the principle of the co-education of the sexes is now an accepted fact, confirmed by time and experience; whereas, we find that it is still spoken of and discussed even in the daily political press, not to mention the pedagogical literature. Sometimes one receives the impression of having to do with a provision of recent date opposed by some with means which we shall call reactionary.

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[1]Translated from the Italian for THE ASSOCIATION REVIEW by the author. Begun in the June, 1904, number.

One of the principal objects of my visit to foreign schools, (Switzerland, Austria, Germany, England, and America) was the study of this problem of pedagogy. My previous opinion had been contrary to co-education, owing to the reasons indicated at the beginning of this paragraph. The upholding of them with arguments which I believed and still believe to be of an ethic-social value, has cost me friendships which were dear to me. Very well! The observations made by me on a vast scale in foreign schools has confirmed me in this opinion, and has fixed in my mind the idea that the co-education of the sexes has not, in fact, even those advantages upon which, or rather upon the problematical reality of which, they base co-education in the countries of Northern Europe and America.

Little by little this is being understood even by those educators who would never think of putting into discussion the pedagogical principle of co-education among the doubtful subjects of a congress or conference. However, although they do not discuss it on these occasions, I have seen that they are applying everywhere practical measures which tend to the separation of the sexes in this same co-education. In London I had already noticed something of this kind, and so also in Vienna: I mean to say, the separation of the boys and girls in the same class, so that no conversation is possible between them. So also the common arrangement of the benches in a half circle, an arrangement which certainly offers advantages for simultaneous instruction as well as for the reciprocal exercise of speech-reading, is not in general use as with us. I have found instead the classes divided in two parts and the seats arranged in the usual manner of the public schools. Thus they render impossible any communication, either by the manual-mimic or facial-mimic, which are the means by which our pupils send, even during the lessons, telegraphic messages without wires, long before the ingenious invention of Marconi.

In the American school the co-education of the sexes is limited to the elementary classes, but even in this case I have doubted whether one could speak properly of a co-education, or if not rather of an *instruction in common.*

Every school is arranged so that the boys and girls meet to-

gether only in the classes, without having any communication with each other either before or after the lesson. The places for recreation and amusement, which are always in the open air, are placed in different and generally opposite parts of the Institute. Given these, as we may say, material conditions, the boys in the American schools cannot have any communication with the girls except outside of the school! I have observed, however, that generally the boys go one way and the girls another. And this represents an elementary fact in Sociology and Anthropology. The boys prefer other kinds of sport and amusement, while the girls prefer to talk together and to amuse themselves with other things.

When co-education begins to offer the advantages vaunted, of reciprocal respect, of the development of chivalrous feeling, of the perception of moral and social needs, of the preparation for the struggle for life, and of reciprocal help based upon a mutual understanding of the complemental qualities and talents of one sex to the other, then and only then the separation will occur. The boys go to the High School, to College, to boarding or day-schools of arts and trades; the girls in different directions according to the objects they choose as they advance in the curriculum of studies, or attend special schools of art, music, or Latin, or enter preparatory schools to the *Women's Colleges,* which correspond to our Conservatories. In respect to which there is another circumstance worthy of note: they prefer to have women as professors. Indeed in some colleges, as for example, the great college of Wellesley (Mass.), in observance of its constitution the corps of teachers is composed entirely of women. Which fact, in parenthesis, is injurious sometimes, in my opinion, to the perfect development of the Institution, at least as to what concerns certain scientific branches and the thoroughness in a few other branches of instruction.

It must also be remembered that there are too, in the most intellectual cities, innumerable private schools, kept by austere maiden ladies or widows, which schools are filled with the daughters of good families from the various States, who come there to be instructed and educated, just as they do in the Convent schools of old Latin Europe. Here the co-education of the sexes would

be scandalous. "But it is easy to understand," said an old lady, the Principal of one of these private schools, to me, "the girls must attend to different studies and occupations than those of the boys."

This digression does not seem out of place, as in order to understand the problems of special Pedagogy one must keep data of this kind in view. And now I will return to the Deaf.

In theory, therefore, even in the schools for the Deaf, whether boarding or day-schools, co-education is a thing which does not allow discussion. In practice, however, one has occasion frequently to notice exceptions of entire separation. This happens most often in Catholic schools and institutions where they will not hear of co-education, unless in case they need to give the school the character of a public or state school. In this case the primary schools accept, although rarely, the custom of co-education and the law contrary to religious teaching in the school. However, wherever they can maintain themselves independently they do so, and they take advantage of the entire liberty of choice given to the parents in selecting whatever school they wish for their children. A fine example of the division of the sexes in the Catholic schools is found in the great institution of St. Joseph, which possesses in the city of New York alone three different boarding-schools situated in different parts of the city, where they apply the oral method with really marvellous results.

On questioning here and there the Catholic teachers (but not nuns nor sisters of charity) upon the co-education of the sexes, they would shake their heads, and if I insisted upon knowing whether their aversion to it arose from personal experience and from the knowledge of specific disadvantages, the reply was, "The experience of others is enough."

On renewing my researches on neutral ground, in institutes of the blind, deficient, etc., I had this reply: "Co-education may do well for normal children, but for the abnormal it is another thing."

I observed a special and rigorous supervision exercised over the pupils in an institute for the colored Deaf, and at my question in regard to it, the Principal assured me that one needed the eyes of Argos. I did not ask more, not wishing to be indiscreet. I

recalled to mind, however, a curious observation which was made to me once by an old lady, who said: "These negroes are very religious, but they are equally immoral"! I believe that this observation can be repeated for every people and race wherever the religious sentiment consists more in superstition than in a true and genuine faith.

After all, I think that co-education under wise and watchful care, is possible in people who have it as a traditional habit and as a special education. I do not believe, however, that unhealthy cases of perversion and of moral and psychic degeneration are more frequent where the old system of the separation of the sexes exists.

In conclusion, I think that I may affirm that the co-education of the sexes may still be regarded as a problem in Pedagogy, and may become such also in the countries where co-education is considered a good custom. This also, without taking into account special reasons of religion or of race, is sufficient to put us on our guard as to the velleity of unwise innovations which might rob us of the little which still remains to us of our good traditions.[1]

2. *Religious and Moral Education.*

In the United States, as every one knows, church and state are, in theory at least, entirely separate and free. I say in *theory* because I am convinced that everywhere they are in intimate relation, as institutions eminently conservative, and not excluding either the nations who seem or pretend to be in open conflict.

As then all Institutes of instruction and education are, in the United States, maintained or subsidised by the Public Treasury, so as the rule the school is essentially undenominational. They do not give, that is, any religious instruction, or, as they say in English speaking countries, any *denominational* or *sectarian* instruction.

Given these facts, it would seem as if there was no place in my notes even for the smallest paragraph on the subject of religious instruction. And this, I too, believed at first. I had pur-

[1]A proof of the questionability of co-education is offered us also in the Annual Report of the Department of the Interior of the United States for the year 1901, Ch. XXVIII, Vol. II.

posed, however, to give my colleagues a general idea of the education of the Deaf in America, and cannot therefore omit referring to what I had occasion to observe in regard to certain peculiar conditions, or the information I was able to get in regard to the subject.

One of the first questions which presents itself is how they occupy the pupils, especially in the boarding-schools, on Sunday.

The repose of the Sabbath day is so much observed in the United States that it arrests every sort of business, as well as every servile occupation, even to closing the markets and groceries for the sale of the necessities of life. It comes as a consequence that the ordinary schools are closed, and nothing remains except the Sunday school lesson, but in this case one has to do with the religious instruction given at the various churches. The most noisy, active, and commercial cities assume on Sunday an aspect of almost painful monotony and stillness. Where then Puritanical tradition is still in power, there are even special laws to repress all work on Sunday.

Now it is evident that in Catholic institutions it is easy to pass the Sunday. The church services are alternated with amusements, with the explanation of the Bible, and with walks in the open air. But in the non-sectarian institutions where religion does not have its place in the time-table or in the plan for general exercises, how to occupy the children on Sunday is becoming every day more of a preoccupation for the teachers and principals.

In some places they have recourse to moral lessons, to the reading of the Bible, and to the liberty given to each pupil to attend to his personal correspondence on Sunday. Nevertheless, Sunday remains a long day. Because even where they give Bible readings it hardly occupies an hour, and the rest of the day is an empty void.

The Principal, or some one in his stead, gathers together in the chapel—a hall which serves in many other ways and assumes this name only for such occasions—the pupils for general instruction, the little children together with the adult pupils of the higher classes. This instruction can be, according to the case, moral-

religious or moral-ethical. In fact, if the teacher believes in the truth revealed in the Holy Scriptures he explains a text and draws from it moral instruction for right living; or he does not believe in it, then he gives moral instruction as to the duties of man and citizen. It remains understood in every case that the instruction is not sectarian, that is, it has no preference for one church over another. This the teachers and principals feel it a duty to impress upon all the visitors.

In some states there are special rules in this respect in the school legislature. They demand that every day at the beginning of school, a verse from the Bible should be explained to the children, without however deducing from it any argument as to forms of religious worship.

In many Institutes the Principal collects all the pupils every morning and gives them brief moral instruction. The same occurs also in the colleges for normal persons, and, besides the pupils, the various teachers also take part.

I have been present at many of these lessons, but in order to give an idea of them, it will be sufficient to speak of two of them which seem to me typical.

In the old Institute of Hartford (Conn.), I was present one morning at the general assembly of all the pupils in the chapel. The Principal invited me to take a seat by him on the platform. On a blackboard was written the text of scripture which was to be explained. In substance the lesson was that "*God sees us always and every where.*" As they teach there with the combined system, the lesson was given with the mimic, supplemented by the manual alphabet. I have noticed that where the combined system is in vigor, words become a luxury of which they willingly deprive themselves. If I must tell the truth, I was not well satisfied with this lesson, but perhaps my presence disturbed the proceedings. The older pupils were very attentive, but the little ones, either because they were more distracted than usual, or because they really understood very little of that complicated mimic, certainly did not draw from it profound instruction.

Another time, by courteous invitation, I was present one Sunday afternoon at a really ethic-religious lecture given by my respected colleague and friend Dr. Gallaudet to the students of

the National College of Washington, together with the pupils of the preparatory school and annexed boarding-school of Kendall Green.

The theme was "The Strenuous Life," the title of a work of President Roosevelt, illustrated with examples from the life of the apostle Paul. The mimic and the manual alphabet were the means by which the account and explanations were made. I noticed here also that the students who were able to follow the contents and form of the elevated discourse, had a real intellectual enjoyment on this occasion; but the little ones gave such signs of being bored, that it was easy to see that the instruction had taken no hold on their souls. From this I may be permitted to conclude that in such institutions the religious teaching is null. This unsectarian teaching may influence the development of the individuality and the formation of character, because they correspond to the National education, that is, they are adapted to the social conditions and to the environment; but as to the effects of an ethic-religious teaching, it is a "monstrous contradiction," as August Comte called it, when speaking of a "natural religion." In fact, a religion without worship and without discipline is nonsense. A religion cannot exist without a specific metaphysic, just as a moral cannot exist without a sanction. They may speak as they do of the doctrine of duty, the sentiment of dignity, of honesty of conscience, and of many other beautiful things; but since the time of Socrates until now, judgments on what is holy and what is unholy (honest or dishonest, just or unjust) are very different in the different conceptions of men, and one cannot admit that a youth, even psychically normal, could succeed, without a religious ideal, in putting into practice all the beautiful ideas mentioned above. Besides, a system of moral precepts does not constitute a religion, when they tend only to realize an earthly ideal, exclusively social. Therefore, I think I may conclude that they do not give any religious instruction to the Deaf in the United States in the sense in which we Latins understand it. One may, perhaps, make an exception in those few Institutes where they ask the parents among other things, in the list of questions: "In what religion do you wish your child to be instructed?" And here, as one of the usual contradictions of hu-

manity, I have met with Protestant Principals and teachers who prepared the Catholic pupils for the Sacraments to the entire satisfaction of the Catholic priest. This happens, however, when half or the majority of the pupils are Catholics.

For the rest there is everywhere a great mutual tolerance, and this is a benefit. Because the pupils are free everywhere to attend any church outside of the Institute, and I have seen that they arrange to have the pupils conducted, when they desire it, to the religious services in their respective churches.

If we consider, however, that religion is based for children in general, and for deaf-mutes in particular, on mutual example, and that the efficiency of it depends on the possible imitation on the part of the child, it is easy to understand that, generally speaking, the Deaf of the United States are rather indifferent to religious matters, and so they lack some of the best consolations in life, those consolations of which the genius of Christianity is a perennial spring.

(To be continued.)

THE REAL ROMANCE OF THE TELEPHONE, OR WHY DEAF CHILDREN NEED NO LONGER BE DUMB.

By Fred DeLand, Pittsburgh, Pa.

CHAPTER I.

Some Educational Conditions in America in 1860.

In 1860 whatever instruction was received outside of their own homes by children who were born deaf or who lost their hearing in infancy, usually began at an age when many hearing children were nearly ready for the high school. And even this belated opportunity to gain the elements of knowledge could then be secured only through application to the department of charities, and was conferred as a charitable act on the part of a great and supposedly generous Commonwealth, that perennially boasted of the magnitude of its educational gifts to *all* its children. For then there were no day-schools for the deaf, and only twenty-three asylums, institutions or schools for their education, although the census of 1860 records a total of 12,801 deaf-mutes of all ages.

In 1860, just as they do in 1905, public speakers never failed to elaborate on the generous policy of free educational advantages open to *every child* in our American cities, and how the respective states had thoughtfully enacted statutes providing the ways and means for *every child* to receive a common-school education. But these orators omitted to mention that so-called defective children were barred from enjoying these free educational opportunities, and that deaf children were then included among the defectives.

In 1860, if the parents of a deaf child had taxable property, the property was assessed not only to support the public schools which refused instruction to the deaf offspring, but also to support the State institution for the care and education of the deaf, which refused to receive the child until it reached an age when

many boys were then leaving school and starting to earn their own living. For it was then considered inexpedient to receive children into State institutions under the age of ten years, and twelve was thought a more suitable age. And after the deaf child was admitted as a "beneficiary" of a generous Commonwealth, its parents were compelled to pay a fixed annual sum of from $200 to $600 for board and tuition, during a period of from five to eight years, or under oath make a humiliating public avowal of inability to pay, or present a certificate of poverty signed by several neighbors.

And no matter how tenderly nurtured the deaf child may have been, or how thoughtful and considerate the officials endeavored to be, on entering the institution the child became an "inmate," was classified as a "mute" or as "dumb," and was catalogued in the same volume in which the State told the world of the evil record of "inmates" of its reformatories, its penitentiaries, and its prisons, and the manner in which it cared for the "inmates" of its asylums for the demented and the insane. Even so late as 1900, the superintendent of one State institution found it necessary to respectfully yet emphatically inform the authorities that "these deaf children are not criminals. There is nothing forbidding or uncanny about them that they should be associated with criminals or mental defectives." And he endeavored to show how great was the economic folly on the part of a State to permit the location of an important educational institution where its occupants would find "criminals on one side, lunatics on the other," where "the land in front is under cultivation all summer, and under water all winter," while in the rear was "a rocky hillside covered with underbrush and pines." But the legislative members could not comprehend the disheartening, destructive influence of environment of the character portrayed, even though they have invited all the world to visit their domain and perceive what marvellous progress has been made—in some other directions.

During the years intervening between 1840 and 1860, spasmodic yet earnest efforts were made to bring about a change in this undesirable condition of affairs, to have the deaf removed from the care of charitable officials and placed under the supervi-

sion of the educational authorities, to have day-schools for the deaf, to introduce the teaching of articulation, and to lower the age of admission. In New York the age-limit was ten years until 1838, when it was increased to twelve years, where it remained until 1862, when sufficient influence was brought to bear to secure the enactment of a law permitting admission at six years of age; while in 1892, the minimum age was set at five years.

The inestimable educational value to deaf children in being permitted to enter a State institution at six years of age or earlier—the impressionable, absorptive period of childhood—is evidenced in the records that show that of 1,101 pupils admitted to the New York institution betweeen May, 1818, and January, 1854,"the average age was a little less than fourteen years." And the average period that many institutions were able to retain their pupils did not then exceed five years. Hartford reported that the average age of its first one hundred pupils on admission was eighteen (17.91) years, while the average age of one hundred who entered during the period ending in 1890, was eleven (10.77) years, "a gain of seven years in the right direction"—in seventy years.

In 1860, on reaching the school age, many a deaf child possessed a few home-made signs, crude gestures or unpleasant mutterings, as its only means of communication. Favored and petted in its own home though it might be, yet it was exiled from many of the advantages that other members of the family enjoyed, and true intelligence often dated only from its admission to a State institution. In the words of an instructor of the deaf: "Speech, that mysterious power that unites minds and stirs souls, is to him (the deaf child) unknown. In imitation of those around him he moves his lips and blows his breath. The inarticulate mutterings thus produced are a fair exponent of his mental status. Like the ape, he is skilled in reproducing motions, and people call him bright. He is never intellectually born till, at the age of eight or ten, he is allowed to enter school."

And here are some of the opinions that were held by eminent American instructors of the deaf prior to 1867: "No human condition can be imagined more deplorable than that of the uneducated deaf-mute." "His intellectual condition is little above that

of the more intelligent brutes, and lower than the most unenlightened savages." "He is ignorant of general law, either human or divine." "Even those whose friends have made great efforts to communicate religious truths seldom have an idea of the Deity as a creator or benefactor." "No deaf-mute has given evidence of having any innate or self-originating ideas of a Supreme Being to whom love and obedience were due; of a Creator or a superintending Providence; of spiritual existences or of a future state of rewards and punishments." "Whatever else may be true of them, they are without God and without hope in the world." Even so late as 1890, the principal of a State institution for the deaf, stated that "our children come to us with no idea of God, or religion, or duty, and very vague notions of right or wrong."

In 1860, all children started in life without any language with which to express their ideas, just as they start in life today. The hearing child and the deaf-born child had to acquire a language by instruction. Almost from the day of its birth the hearing child was unconsciously being taught to talk through the nearly constant companionship of mother and nurse, of father and friends, of children and relatives. During its babyhood it heard the same words in a limited vocabulary over and over, again and again: "papa" and "mama" and "baby" were heard nearly a thousand times a day, and slowly it acquired the language of its home. But the child born deaf, though endowed with the same capabilities, and just as eager to comprehend what is so easily understood and acquired by the hearing, was cruelly robbed of all educational advantages during its impressionable babyhood days, advantages which were just as truly its birthright as they were the hearing child's.

The hearing child was taught in the language of the home, the street, the shop, the factory, and the office; and on leaving school employment was easily obtained and promotion followed where industry and integrity prevailed. But the deaf-born child could neither talk nor think in the language of its parents, in the language of the people from whom sustenance must be gained in after years. Gradually it was able to make known its wants by a crude system of self-devised or home-made gestural signs.

And, in many cases, this was all the knowledge the deaf-born child possessed on entering an institution. It could not articulate intelligible sounds, because the spoken word had never been heard and the use and purpose of the vocal organs had never been explained; it could not write, not knowing the meaning of written words, and, for the same reason, the printed page remained a meaningless mystery of black and white.

Then, on being registered as an "inmate," the education of the deaf child was undertaken along the lines that sometimes prevented all but the brilliant from achieving success in any but subordinate positions, even though able to read and write. For in place of being taught in the language of the people with whom it must associate on returning home, the deaf-mute was taught to express its ideas and communicate its needs with the aid of a system of conventional or symbolical signs, which in combination with certain bodily attitudes and facial expressions formed what is usually referred to as the sign-language of deaf-mutes. Alphabetical signs were not used, and, being composed of ideographic gestures, movements, expressions, when correctly, gracefully and grammatically rendered, this gestural medium of communication was extremely fascinating with its mimicry and pantomime. Yet these conventional signs formed an arbitrary language, unknown in the shop, on the street, or in society; a language having no literature, "and save to a very limited extent incapable of those nice shades of meaning and the clearness of expression which constitute the charm and value of written language." It was a language foreign to home and friends; "at best a very rude language," and bearing the "same relation to written language that the scaffolding used in the erecting of a building does to the building itself." "The sign-language is a picture-language,—that is all. By it, thought can be conveyed, and at times very clearly; but it can no more contain the difficulties of written language or suggest them than can the painted picture upon the wall."

Some of the conventional signs then used by instructors of the deaf are thus described: "A house is signified by laying one hand alternately over the other to denote its successive stories, and then joining the hands at the top in the form of a roof. This

sign for a roof, repeated several times while the hands are moving around as it were over an area, denotes a collection of houses or roofs, i. e., a *town* or *city*. The hands with the fingers running horizontally and somewhat apart, are made to represent a rail fence, and, carried around an area, for a field. The same sign with some amplification, and additional emphasis, expresses the country. The sign for a field, with the addition of the sign for turning the earth with a plowshare (the right hand pushed forward as if it were the share, and turned over as if it were the sod), represents a farm." Dr. Gordon wrote: "To teach the English word 'cat' to a deaf child a sign teacher would show the child a cat, if possible, or a picture of a cat, which would be recognized by the children. The next step would be to direct the attention to the cat's whiskers, drawing the thumb and finger of each hand lightly over them. A similar motion with the thumb and finger of each hand above the teacher's upper lip at once becomes the sign for cat. The instructed deaf child will be expected to recall the object 'cat' upon seeing this conventional sign. The child must learn this sign from the sign teacher's point of view, before he is prepared to learn the English word 'cat.' After the sign has become familiar, the child is trained to write the word 'cat' on a slate, blackboard, or sheet of paper, and by frequent repetition the pupil associates the word with the sign for cat, so that the written word recalls the gestural sign and the gestural sign serves to recall the idea, or more strictly speaking, the concept, 'cat'."

In some institutions, in 1860, the finger alphabet was also taught, but the sign-language was the prevailing means of communication. The finger alphabet was probably known to the ancient Assyrians, and modern nations have employed it during several hundred years. Dr. Gordon believed that "finger spelling is to the deaf a borrowed art. It was originated neither by them, nor by their teachers, nor is it essential to their education, yet its value can be hardly over-estimated." Every letter in the English alphabet can be quickly made or portrayed by the fingers, while words and sentences can be spelled out upon the fingers as rapidly as they can be written with pen or pencil.

It is of record that in a leading institution in America, during a long period of years, "pupils partially deaf and those who had

lost their hearing but retained in greater or less degree their power of speech, were treated in all respects as those born deaf. They were placed, greatly to their mutual detriment, in the same classes and taught in the same manner. Their progress in written language and in other branches of study was good, at times, in several cases, surprising, but no attempt was made to develop or improve their power of speech. No one seemed to think such instruction necessary, the subject was passed over as one of little or no importance, and as a result in most cases the semi-mutes became entirely mute and the semi-deaf totally deaf." And, in 1893, an eminent instructor said: "Twenty-five years ago the statistics of schools for the deaf in America reported but one method of instruction, the manual or sign method. Signs and plenty of them were the only means employed in the development of pupils."

In 1860, and for many years thereafter, this method of instructing the deaf child, now generally admitted unwise from an economic and educational point of view, met the approbation of all who then considered the salvation of the pupil's soul, according to the respective creed of the instructor, paramount to an educational course that might enable the average pupil to enter upon a useful career in commercial or industrial circles. An ability to articulate correctly and to read the lips fairly well might prove of material assistance in aiding the deaf child to become a more helpful member of society. But the ability to comprehend religious doctrine was the goal that every pupil was supposed to strive for in 1860.

In 1848, it was felt that owing to "the truly deplorable condition of the uneducated deaf-mute obviously the first work to be done for him, after his admission to an institution for his benefit, is to open his mind as soon as possible to the great objects, facts, and duties *of religion*. The policy which would defer the communication of these truths, a knowledge of which is so essential to his present and future well-being, to the last stage of his course, and the system of instruction that compels its adoption, *should be rejected for that reason*, if no other existed." In 1849, "articulation as a medium for the instruction of the deaf and dumb," was held to be "an exceedingly difficult, imperfect and uncertain me-

dium *for conveying religious truth* to the minds of those whose ears are insensible to the sound of the human voice....a worse system for the education of the mass of the deaf and dumb can hardly be found." In 1867, some of the leaders in the gestural method of education held that where articulation is the method of instruction, religious worship is utterly impossible. That is, religious *instruction* was not "impossible," but "religious worship is out of the question. The world has never seen an instance where a person would stand up and speak to thirty or forty deaf-mutes so that they would understand him." Yet, even the inspiration of their religion did not keep the teachers in many schools from being "very careless, reckless, and unjustifiable in their use of gestures, and the result was a very unsatisfactory development of the power of idiomatic expression."

Nevertheless, there was always a leaven of progressive educators whose first aim was to save the deaf child from being a burden on society, and who preferred to equip it with the knowledge and the methods of the people with whom it had to compete for existence and from whom it gained its sustenance. Unfortunately those who held these heretical opinions found little opportunity for placing them in practice, or were dominated into accepting approved conventional methods through the tyranny of the majority. In April, 1849, Mr. Luzerne Rae, an instructor in the American Asylum, and editor of the *Annals of the Deaf and Dumb,* in suggesting the advisability of conventions of American instructors of the deaf, said: "It has long seemed to us that the education of the deaf and dumb was yet in comparative infancy, and that new methods would sooner or later be devised which even prejudice must receive as great improvements upon the old. In respect especially to the acquisition of written language, an acquisition the most of all important to the deaf-mute, and yet, one in which he is now preeminently deficient, it has seemed to us that there *must* be some mode of instruction, still hidden in the future, superior to any heretofore employed. We know of no better method to develop and bring into substantial form any such latent possibility, than for the best minds among the instructors of the deaf and dumb, to come together; to destroy each other's errors, and to quicken their diligent search after a

more excellent way than any in which they have hitherto travelled."

That same year, 1849, another instructor of the deaf, in pleading for the home education of the deaf in infancy and early childhood, wrote: "... The natural language of signs, uncultivated and intuitive, is but a single advance from the irrational call of brute life.... Any person of ordinary intelligence and skill can learn the finger alphabet of the deaf and dumb, by devoting to it one or two hours' study. When once acquired it is in itself a perfect language.... If the deaf and dumb child learns to use written language first, it will always be to him more natural, more peculiarly his own, than if he learned it as a translation from signs.... It may be asked, perhaps, why the parent should not learn the cultivated language of signs and thus be able to communicate with his deaf and dumb child. There are two reasons against it, either one of which would be conclusive. To learn the language of signs, requires a practice and effort equal to that necessary to learn a foreign spoken language; besides, it cannot be learned from books; it must in all cases be taught by the living teacher. Of course its acquisition would be an impossibility in most families. In the second place, signs, however highly cultivated, are only a secondary language. They cannot be written. They are not an end or an aim in deaf-mute instruction, but only a help, an aid in the acquisition of a more perfect channel of thought."

In July, 1851, the editor of the *Annals*, the official organ of the institutions, said: "Nothing is more common in our schools for the deaf and dumb, than to find pupils who, not having heard any sound for years, are nevertheless able with comparative ease and readiness, to understand whatever is said to them upon common subjects, by merely watching the motions of the speaker's lips. This power is one of great value to the possessor, and we esteem it the duty of every teacher of the deaf and dumb to exercise his pupils in this way, if there are any among them who give promise of becoming even moderately expert in lip-reading."

In 1852, Dr. Henry Barnard wrote: "The experiments which have thus far been made in two or three of our schools, although not conducted by teachers trained in the methods of

articulation, and not pursued with that earnestness and enthusiasm which are essential to the highest success, show conclusively that a portion at least of the entire deaf-mute population—that portion who become deaf after the age of four, and, in some cases at even an earlier age—can be taught to give articulate utterance to their thoughts and feelings.... Not only should articulation and labial reading be taught systematically and thoroughly to a class of pupils, but the time has arrived when the course of deaf-mute instruction should be greatly extended,—at least in our oldest and best supported institutions."

In October, 1857, there appeared in the *American Annals of the Deaf and Dumb*, a translation of the report of the inspector-general of the education of the deaf and dumb in Prussia, containing this conclusion, based on the results of many years of oral instruction: "The possibility of speech certainly exists in ninety-nine cases out of a hundred, on the ground of normal organs of speech; the probability of learning it depends, if the sight and feeling of the deaf-mute are good, *only on the skill of the teacher*. .... The art of reading spoken language from the lips is in all institutions of the German school carefully cultivated."

Yet nine years later the leading institution for the deaf in America, specifically stated that "the objections to teaching articulation are inherent in the system, and inseparable from it.... we have no idea that under any circumstances the people of New England or Massachusetts will allow their deaf-mutes to receive only the imperfect education that can be obtained through the medium of articulation. These are not the States to *go backwards to the dark ages*."

These excerpts from the official organ of the sign schools show how dissatisfied certain American instructors were with the then prevailing methods of instruction; how, fifteen years before the Gardiner Greene Hubbard movement of 1864-1867, all that was needed to bring the oral method into general use in America was a fearless, intelligent, capable leader, with a staff of competent, enthusiastic women teachers, possessed of infinite patience and a thorough understanding of child-nature.

And broad-minded educators in France, as well as in Germany, were also striving to introduce the oral method of instruc-

tion in the belief that both the material and the moral welfare of the deaf would be enhanced. Dr. Itard left a perpetual income of eight thousand francs to the Royal Institution in Paris on condition that language, either oral or written, should be the only means of communication between pupils and instructor. And one of the first pupils to benefit by this legacy, and "who became one of the best scholars," was M. Dubois, who, in 1846, had a successful private day-school "for little boys," in Paris, "in which not one single sign, not even spelling with one's fingers" was allowable. Sixty years ago Dubois held that the deaf child refrains from speaking, not because he has lost his hearing, but because no one taught him to talk; that the use of the sign-language should not be tolerated in the education of the deaf; that the instruction of the deaf child should begin in infancy, that the mother was the natural instructor, and that the deaf child should be instructed with and as the hearing child is instructed. M. Dubois lost his hearing at four years of age and was successfully taught articulation and speech-reading in the Royal Institution and by a private tutor out of school hours.

This error in judgment on the part of those to whom the education of the deaf in America had been intrusted, was not in the use of gestures or signs as signs, but in taking the arbitrary attitude that articulation "is a comparatively useless branch of the education of the deaf," that it "is scarcely ever of decided benefit," that it could not be economically taught to the so-called congenitally deaf, that they "cannot derive the least benefit from it," that "our speech is for them absolutely unattainable," and, therefore, that it was "not a desirable course of instruction;" and in permitting to completely supersede the English language, as a means of communication, a system of conventional—not natural—signs which the leading sign advocate publicly announced as differing "from the Chinese language only, or principally in this respect, that the latter forms its symbols with pencil, while the other portrays them by gesture, the attitudes of the body and the variations of the countenance." Another teacher of the deaf declared that "between gesture and the Chinese language there is a difference, very much to the advantage of the latter, which has not only a conversational but a chirographic form, and

a classic literature, while gesture has only a conventional form; no books have been written in gestures."

For through this complete displacement by the sign-language of speech and speech-reading in many cases the former became the mother tongue of the deaf-mute, leading it to think, and dream, and dwell in a world of signs, to seek the companionship of the deaf rather than of the hearing, to look upon the English language of its mother as an unknown, a foreign tongue, to find no interest in intellectual occupations, and to be a foreigner to all language and to all people, save the gesture-language and gestures. As one instructor of the deaf sums up the subject: "Education implies vastly more to the deaf man than to the hearing man. The latter is never uneducated in the sense that the deaf man is uneducated. The man who hears may not be able to read or write or compute numbers, but from infancy he has been a student in the busy world about him. He has learned to think, and to reason, and to express his thoughts in intelligible language. All this has been denied to the uneducated deaf man."

In view of these disheartening conditions, is it at all strange that in 1860, there appeared to be no place in the busy world for many "poor dumb creatures" though they were at an age when youth enters manhood and maidens bloom into womanhood? Or that many foreign immigrants could be more helpful, were more welcome and more easily assimilated than the deaf-mute? "They are always foreigners among their own kindred and neighbors—nay, more than foreigners; for our speech is for them absolutely unattainable." Or that many a dumb quadruped was less shunned than the "dumb" biped capable of speech, yet doomed to make known necessary needs with the aid of signs and gestures, or with pencil and paper, because untrained in the proper use of the vocal organs? One State enacted a statute making "deaf and dumb persons idiots in law, and to provide them guardians," thus causing an educated deaf-mute to plead for a change in public sentiment because "we are contemned, spurned, degraded and abhorred." In fact, so complete was the social and industrial deprivation suffered by the deaf and "dumb" in being shut out from all positions of profit and honor, that, in

1860, Congress was memorialized to establish a deaf-mutes' state in the west, because, the memorialist stated, "there is no possibility of putting into effect our powers derived from education, except we could settle some territory out west, have a community of our own; and build up a small state, the government of which, being ourselves (the deaf and dumb) by our management may exhibit our capacities and resources....(otherwise) we have no sufficient chance of evincing capacity."

How marvelously different are the conditions now prevailing in many States. Deaf children are no longer mendicants, and deal not with charitable officials but with boards of education, just as the hearing child does. If its home is in or near a city, the deaf child is regularly admitted to the public school, is assigned to a special class, is taught by a special teacher, and in place of being registered as "defective," or "dumb," or "mute," is simply entered as a "deaf pupil."

Thus hope and aspiration now abide with deaf children, and no longer can even the so-called congenitally deaf claim that "we have no sufficient chance of evincing capacity." For many industries and many professions are now open to deaf pupils who are no longer "dumb," and who have learned not only to articulate correctly but to read speech as it falls from the lips of the speaker; while Harvard and Columbia and other educational institutions count among their graduates students deaf from birth. After graduating from the Clarke School for the Deaf, one of its pupils took the full course and graduated at a technical school in Cincinnati, then won his degree of bachelor of science in the School of Mines in Columbia University, and went to Paris and won the gold medal and a degree at the Ecole des Beaux Arts in Paris, although totally deaf from birth. Another Clarke pupil who graduated in 1873, won the degree of mechanical engineer at Stevens Institute in 1881, while in 1886, a third Clarke pupil received the degree of bachelor of science at the Worcester Institute of Technology.

Depending upon the mental caliber of the children and the age at which instruction commenced, deaf children now in schools or asylums may be divided into two distinct groups, namely: (1) Those who can communicate with others solely by

speech and writing. These pupils, it may be assumed, are exclusively taught orally and by writing, all of which implies that they are taught by the pure oral method. (2) Those who can communicate with others by means of either gestures and conventional signs, finger spelling, oral speech, writing, or any combination of these, receive their instruction, it may be assumed, by the so-called "combined system," which embraces two or more of such means of instruction. The sole exception is where the Rochester or vernacular method is employed, in which instruction is given by means of oral speech, finger spelling, and writing, only.

Where a child's education has been delayed, or neglected, or it appears deficient mentally, it is claimed by some that gestures and conventional signs, and by others that the finger alphabet is far more easily taught than the oral method. And under these conditions of slow mental growth the adoption of several methods in combination is probably justified. For there are schools employing modifications or combinations of some or all of these methods. But the consensus of opinion among those who have given the subject the deepest study, both in this country and in foreign countries, appears to be that the oral is gradually displacing all other methods. In 1892, Dr. Gordon wrote: "Though methods and systems may be sharply differentiated, I am persuaded from personal observation, from conversation with instructors, and from a study of the literature of the subject, that the instruction of the deaf is in a state of transition and of progress which renders the shibboleths of the past vague, and of doubtful utility aside from the historical interest which may attach to them. The teaching of language, as the key to knowledge, rightly holds the foremost place in the instruction of the deaf. In this branch, radical reforms are steadily making progress which have not been subjected as yet to statistical inquiry. Subordinate to language teaching, though holding a more prominent place in current thought and discussion, is the teaching of speech."

The oralists, as a body, are not opposed to the use of any improved methods which will advance knowledge, especially the finger alphabet, as the movements of the fingers represent the

letters of the English language; nor do they object to the use of natural signs simply as signs, for all progressive teachers make use of the ordinary signs employed in every day life, to stimulate the minds of children; what they object to is letting an arbitrary language of conventional gestures and signs usurp instruction in articulation and the English language, as a means of communication on the part of the deaf child.

The sign-language and the finger alphabet are easily taught and readily learned, while the teaching of the oral method is one of infinite patience and repetition. Yet oralists claim, that if properly started in infancy or early childhood, oral pupils advance in general knowledge more logically, surely, precisely, and swiftly than those who are instructed in the sign-language or the finger alphabet. And the results obtained appear to substantiate this claim. For the oral method insures a firm foundation of the knowledge that is gained in later years.

Speech-reading or lip-reading, as it is often called, is the art of reading the spoken words that issue from the lips of the speaker. The eye takes the place of the ear and watchfully observes or senses the movement of the vocal organs, just as the ear notes, receives, analyzes the sounds that form the spoken word. Speech-reading is an accomplishment entirely distinct from articulation, and necessarily follows the ability to talk. For to read speech a deaf child must be familiar with the language, and this is generally gained through the aid of writing, as well as instruction by articulation, and, occasionally, with the use of the finger alphabet.

In 1860, the tendency was to promote whatever would serve as a bond of union between deaf-mutes and deaf-mutes, not between deaf-mutes and the hearing. Through the influence of institutional life deaf-mutes were brought together in large numbers, they organized societies of deaf-mutes, published papers and magazines of interest only to deaf-mutes, and, gradually, deaf-mutes began to marry deaf-mutes, though such marriages were rare before the establishment of institutions for the deaf.

Now every effort is being made to discourage segregation, to widely separate the deaf from the deaf and to unite them with the hearing in every way possible, commercially, socially, and

industrially; to remove as far as possible every evidence of a defective sense, and to equip deaf pupils with the knowledge that will enable them to compete on equal terms with the hearing. One of the great advantages of the day-school for the deaf is that the child is with the hearing before and after school, at the noon hour and during recess, and thus is constantly brought into contact with many of the conditions it must face on leaving school.

The essential factors that brought about this remarkable emancipation of deaf children from the slavery of the sign-language, and the re-introduction of oral teaching in America were a mother's infinite love and patience, a father's intelligent determination to save his daughter from a fate horrible to contemplate, the development of the requisite abilities in several female teachers peculiarly qualified to successfully promote a pioneer educational movement, and the awakening of leading women in many cities to perceive the fallacy in the theory that children born deaf could not be taught to articulate correctly; in fact, it was essentially "a woman's movement" in many respects, and one in which in this country, women instructors have played the leading part, and borne the brunt of the fight.

Singular as the statement may read, the facts are that back to the deafness that followed the serious illness of a little girl in a lovely home in Cambridge, Massachusetts, in 1862, is traced the primary action that led to the general introduction of oral teaching of the deaf in America, to the founding of institutions and methods that are promoting the welfare of the deaf in all countries, and to a general lowering of the school age of deaf children.

And stranger than the plots and the incidents portrayed in fiction, are the facts that prove how priceless are the blessings that society, industry, commerce, the individual and all the world have gained by reason of the deafness that afflicted that lovable child. For not only was that illness the direct means of immeasurably benefitting deaf children, but one of the effects of that illness was the source of the inspiration that led directly to the perfection of the invention of the electric-speaking telephone by Alexander Graham Bell, in Massachusetts, rather than in

Canada, or in England, while a far greater effect was to lead Dr. Bell to make the welfare of the deaf his life study.

CHAPTER II.

An Illness of Priceless Value.

In the winter of 1862, Mabel, a daughter of the late Honorable Gardiner Greene Hubbard, lost her sense of hearing during a severe attack of scarlet fever. Mabel was then little more than four years of age, she could neither read nor write, did not know all of her letters, and her articulation was exceedingly imperfect, because her parents had not thought it worth while to begin her education until later in child-life.

When Mabel lost her hearing, the physicians claimed that she would shortly become mute as well as deaf, by reason of not hearing speech and thus not being led to talk. When her parents asked what could be done to preserve her speech, for she still lisped and babbled as all very young children do, the reply was: "You can do nothing. When she is ten years old send her to an asylum where she will be taught the sign-language."

Fortunately for all deaf children, Mabel's parents had never been inoculated with the "do nothing" virus, and refused to accept such a conclusion as final or to treat Mabel as a deaf and dumb child. They encouraged her in every way to continue the use of speech, and meanwhile sought the advice of eminent instructors of the deaf. One instructor replied that Mabel would lose all knowledge of speech in three months, and become dumb as well as deaf; that she could not retain the power of speech unless she heard speech. Mr. Hubbard has stated that "our good friend, Professor Bartlett, told us to keep on, and he is the only teacher of deaf-mutes who gave us the slightest encouragement; and he told us he was afraid her articulation would be so unpleasant, even if we preserved it, that we should not want her to talk. We asked if articulation was not taught abroad, and the reply was: 'Oh, yes, but then it is not equal to the language of signs.'"

Searching for helpful aids, Mr. Hubbard found a copy of an official report, made in 1843, by Horace Mann, then secretary of

the Board of Education of Massachusetts, giving a brief account of the oral method used in the education of the deaf in Germany, showing its superiority to the sign-language, and strongly advocating its adoption in this country as beneficial to humanity as well as to deaf children. Mr. Hubbard also learned that Dr. Samuel G. Howe had accompanied Horace Mann in his visit to the German schools, and turned to him for help. Dr. Howe said that even children born deaf could be taught to speak, encouraged the parents to talk as much as possible to Mabel, and to teach her to read the spoken words from the movements of the lips and vocal organs. He warned them not to use any signs, nor to allow any signs to be used, and never to recognize a sign from Mabel. Later, Mr. Hubbard said: "We knew no signs, not even the manual alphabet; and there is not a single member of my family who knows the manual alphabet today. Our little girl did not know it."

With Dr. Howe's encouragement, and against the advice of many friends who insisted that the parents would not only waste their own time but would rob the child of the privilege and enjoyment of "the beautiful language of signs," Mabel's instruction along the lines laid down by Dr. Howe were patiently and intelligently continued. Fortunately, the parents secured the services of an excellent assistant, Miss Mary H. True, who, "though inexperienced in the instruction of the deaf, was admirably fitted by nature and training for the work."

In later years, Mabel explained how her mother worked, planned, and strove by every means in her power to win back the lost power of speech and to make plain words of love and sympathy; how mother and teacher were "pioneers in a new world of effort," how the growth in the knowledge and use of language and the ability to read speech from the lips gradually came with increasing health: "....I was so young when the illness which deprived me of hearing occurred—it was so severe—my convalescence was so slow, and the consequent mental weakness so great, that I not only cannot remember ever having heard, but cannot even recollect having been in a materially different position as regards articulation and speech-reading from the one I have occupied for so many years..... I presume the reason why

I remember nothing of my first steps in speech-reading and articulation is due to the long period of mental and physical feebleness which followed my illness. My mother says that for many months I took no interest in anything and seemed to have no wants to express, and the baby speech I had previously possessed seemed entirely gone. During all that time my mother was working, planning, and striving, by every means in her power to give me back the speech I had lost, and to make me read her lips. She talked to me long before I cared to talk back, and gradually, I suppose, both language and the ability to read speech came together with increasing mental and physical health. ....I just grew into it naturally—just as a hearing child grows into the knowledge of hearing speech—by perpetual practice. Every one spoke to me—no one made any signs and I cannot remember making any.... The method of instruction pursued was essentially the same as that pursued with my two younger hearing sisters. In fact, we were taught together, and I remember no difference being made between us. Very early books were placed in my hands and I became passionately fond of reading. I did not care to romp and play out of doors, all I wanted was to curl up in some quiet corner and read—all day long if allowed. My father's library was well stocked and I had almost free range. When eleven years old I delighted in reading such books as Jane Porter's 'Scottish Chiefs,' and before I was thirteen I had read through, with intense interest, Motley's 'Rise of the Dutch Republic,' most of Prescott's histories, several large volumes of the Civil War, books of travel, as well as all the stories and novels I could get hold of. We went abroad for three years, when I was twelve, and my mother made a point of giving me all the histories and historical novels she could find of the places we visited.... From the day my mother knew that I would lose my hearing to that on which she gave me into my husband's care, she was working and planning for her child—eagerly seizing every opportunity that promised advantage. Of all the good she did for me the greatest was when she taught me this love of reading and gave me the means to gratify it.

"I have looked back over my life—I have taken apart my speech-reading apparatus—I have thought carefully over all my

experiences—and the result at which I arrived is that not only is success in speech-reading dependent upon reading—or, rather, on the extensive and intimate knowledge of language imparted by reading—but that speeech-reading is impossible to any useful extent without it. . . .

"If I needed proof that speech-reading is essentially an intellectual exercise demanding good vernacular knowledge of language I should find it in my experience with German.

"For six months, at one time, I lived in a German boarding school with only one friend with whom to talk English. Before the end of that time I could read German speech by eye nearly as readily as the English, and it was but rarely that anyone had to write off a German sentence for me. This was many years ago, and since then my opportunities for talking and listening to Germans have been few. I find now that when I meet a German friend and try to carry on a conversation in German, I cannot do it at first. I can put together a few German phrases to express my own ideas, but I cannot decipher the movements of the speaker's lips. Why ? I find it is because the German vocabulary at my command is too small to allow me to select from it some words that may be the words my friend is using. I find myself consciously and painfully running over my small stock of possible words, much as a miser over his store of coin, and the chances are infinitely against my having the right word. This would be disheartening but that I have found by experience that by reading German books for a while, steeping my brains in German, as it were, so that I think in German, and see in German, it becomes comparatively easy to catch the German words on my friend's lips."

Referring to this experience of his daughter, Mr. Hubbard wrote, on February 4, 1871: "She went to Germany last May, and for several weeks attended an ordinary day-school, receiving a few lessons in articulation from a teacher in the deaf school at Hildesheim near Hanover, who did not understand a word of English. She now reads and writes German, and converses in that language with her playmates and associates, and there is no doubt that she will soon speak it as well as English."

Thirty years later, Mabel, then Mrs. Alexander Graham Bell, in reply to the enquiry, which she considered the more important, speech or speech-reading, wrote: "I can only say that they both seem to me equally valuable and indispensable. I think, on the whole, I should prefer to attain high proficiency in speech-reading rather than in speech-making, as other people's ideas are always so much more interesting than my own. But the two arts are so connected and interwoven in my mind and usage that I really could not say which is the most valuable to me."

(*To be continued.*)

THE SIGN-LANGUAGE IN AMERICAN SCHOOLS.

OLOF HANSON, SEATTLE, WASHINGTON.

The following statistics, showing the number of pupils in schools which do, and which do not, recognize and use the sign-language, have been compiled from the Annals for March, 1905, in the same manner as in former years.

In the Annals the various schools are recorded according to methods of instruction used as Combined, Oral, Manual, Manual Alphabet, and Oral-Manual Alphabet. The Combined System schools employ all methods that have been found advantageous in educating the deaf, many of the pupils being taught entirely by speech in the class room. But it is generally understood that all or nearly all the schools reported in the Annals as Combined recognize and use the sign-language for chapel services, public addresses, lectures, etc., although in many of them it is restricted or even excluded from the class room. The Manual schools are similar to the Combined except that for lack of means or other untoward circumstances, they are unable to give instruction in speech. Manual Alphabet schools use the manual alphabet but reject the sign-language in and out of the class room. Those recorded as Oral schools are supposed to exclude both the sign-language and the manual alphabet, although in point of fact this is not strictly the case in some of them. Those classed as Oral-Manual Alphabet are understood to use the Oral and Manual Alphabet methods in separate departments and to exclude the sign-language. The Pennsylvania Institution at Mt. Airy is the only school in the United States at present in this class.

1. Sign-language recognized and used:

Pupils in Combined Schools.....8990
" in Manual Schools..... 76
———9066 or 80.1%

2. Manual Alphabet, but no sign-language:

Pupils in Western New York Institution.. 175
" in Mt. Airy, Manual Department..... 33
———208 or 1.8%

3. No sign-language, no manual alphabet:

Pupils in Oral Schools.....1568
" in Mt. Airy School, Oral Department..... 474
———2042 or 18.1%

Tabular statement of sign-language in American schools for the deaf from 1900 to 1904 inclusive:

Dates.	1 Sign Language used.		2 Manual Alphabet but no sign language.		3 No sign language. No Manual Alphabet.		Totals.	
	Pupils	P't'ge	Pupils	P't'ge	Pupils	P't'ge	Pupils	P't'ge
1900, Nov. 10...	8645	81.5%	196	1.9%	1767	16.6%	10,608	100.%
1901, Nov. 10..	8967	81.3%	211	1.9%	1850	16.8%	11,028	100.%
1902, Nov. 10...	8839	80.7%	209	1.8%	1904	17.5%	10,952	100.%
1903, Nov. 10...	9048	80.6%	210	1.9%	1967	17.5%	11,225	100.%
1904, Nov. 10...	9066	80.1%	208	1.8%	2042	18.1%	11,316	100.%

CONCERNING CHAPEL EXERCISES.

W. H. DE MOTTE, INDIANAPOLIS, INDIANA.

I use the word Chapel to designate a room capable of seating from seventy-five to three or four hundred pupils, set apart and used mainly for certain distinctively religious services to be participated in by all attending at least once each day. It may be used at times for other exercises—lectures, exhibitions, etc., but not to the detriment of its higher devotement.

In the larger schools there may be two or more sections or grades of pupils holding services at different times, but it is not necessary that the pupils of any assembly should be all of the same, or almost the same, grade. A pupil of the fifth grade may sense as fully, and use as appropriately, a passage of Scripture or a prayer as one of the tenth grade. Indeed, the presence of the younger with the older is not only not unpleasing or embarrassing, but helpful alike to both. To see this one needs but note the wide difference in the character of Chapel devotions and school-room work. In the school-room the attitude is alive; attention sudden and intense, demanding immediate response in word or act. The purpose is instruction, information, drill, and the result, knowledge of facts and skill in applying and using. In chapel devotions the attitude is quiet, reverent; the attention is sustained and thoughtful, manifesting itself in some consentient act of devotion; while the purpose is to induce a spiritual state of being to be evinced in a moral and religious life.

The conditions of Chapel work may be improved, and instruction enforced by brief lectures and illustrations, but these as well as the many devices which are sometimes introduced to make Chapel services *interesting,* are not worthy of very serious consideration. The object of the Chapel assembly is worship of

God. If you need a lecture, or a story, or a test in knowledge or skill, you have the school-room with time, space, and opportunity for full indulgence. The Chapel at the time for worship is no place for such. In the school-room the teacher is the embodiment of authority, and he may say, "I order this or that thus and so"; in the Chapel with appropriate reverence we say, "God commands." Both spheres of instruction have their distinct features which demand careful observance.

A perfect scheme of exercises to suit every case and day after day, cannot be made out. There are limitations and modifications which the experience of an intelligent conductor only can supply. A few general items may be suggested. First, selections from Scripture—the briefer to be recited by individuals, or by all in concert; the more extended, to be read or recited responsively by all. For this purpose the book of Psalms is resorted to; but I have found the Psalms, with some exceptions, so elevated in thought, and figurative in expression as to be above the average capacity of our pupils. To these exceptions—as the first, nineteenth, twenty-third and some others, add passages from the Gospels and Epistles, with miscellaneous selections on temperance, truthfulness, obedience, the Sabbath, etc. Second, the Commandments, as given in Exodus 20, and in Matthew 22:37, and 7:12; the Creed, and Litany, with opening and closing sentences to be recited memoriter. Third, a number and variety of brief prayers, such as will not only be understood by the pupils, but will adequately express their feelings and needs. Those found in the prayer books, though specimens of the finest English and fit to voice the emotions and sentiments of fully matured worshippers, are not adapted to our grade of intelligence: we want matter more simple in thought, and childlike in expression. I see no way but for the teacher to prepare and teach them such prayers as his acquaintance with them and his own religious experience dictate as appropriate. Fourth, a judicious selection of hymns and songs. Hymns and prayers may be recited or read by individuals, or in concert.

In regard to these, and any oth r items which may go to make up the program, while it is not necessary that every pupil should correctly interpret every word used, it is essential to true

worship that every mind shall have clear understanding, and every heart full appreciation of the act of worship. The great dangers in worship are parrot-like repetition of words without understanding, and the profession of feelings which do not exist.

In arranging passages for responsive reading care should be taken to have each section a complete statement; as, "Blessed are the poor in spirit, for theirs is the Kingdom of heaven," and not cut into two parts of statement, the first to be given by the leader and the second by the pupil; so that as pupils come to memorize their parts they will have complete sentences. Responses can be varied by having the pupils read first, and the leader follow; or by calling out two leaders, one for each part; or by having the girls read one and the boys respond. Avoid monotony in the order, and formality in the performance.

Responses should always be made in the way the pupil best can. Never lose sight of the fact that the Chapel is a place for worship, and the exercise used is an act of worship. Do not interrupt it to instruct, criticise, or reprove. Present a copy of your "Chapel book" to each teacher with the request that she assist her pupils in preparing their parts. Give notice from morning to morning of numbers you will use. Do all you can to create and keep alive a proper estimate of the Chapel and its services, and a readiness to take part in them.

In explanation of the expression used above, "as the pupil best can": In the divisions which can be made in the largest schools one can have all oral pupils in one assembly, and all manual in another, and so the responses will be uniform in each. But in the smaller schools where both methods are used there can be no separation, and there need be none. Let the leader use voice and hand simultaneously, and the responses come from voice or hand accordingly. In my experience I have found no confusion, no interference. True, the oral is anything but musical, and the manual is given with varied rates of speed, but every one takes part, and the attention and apparent devotion is greatly improved. If the teacher makes no distinction, the pupils will see no difference. The great truth must be recognized that God is worshipped acceptably by the devout heart, and understands any form of presentation. Indeed it will not embarrass the service if there

are present some who for lack of intelligence and education cannot respond in either set way; the sight of others so worshipping will be an incentive to them to acquire the needed ability. For their sakes a brief prayer may be added in the simplest natural signs, such as will be understood by the lowest, and not criticized by the advanced.

A noticeable advantage of Chapel exercises conducted as here indicated is that the pupils take active part, yet under the direction of a teacher; and another, that it displaces the "moral lecture and prayer by the teacher on charge." It also promotes and sustains the practice of mass meetings for worship as against the few minutes each teacher may be able or willing to give to her class alone at the opening of the school. It gives drill in behavior in assembly, and the order to be preserved in specific acts of worship. Besides these and many other considerations is the fact that in every corps of teachers there are those who are specially qualified for Chapel work, and also those who from want of preparation or of favorable disposition are not so fitted. The Chapel assembly gives employment to the first, and at the same time releases the second from a task for which he has no spirit. Chapel exercises need not use more than ten minutes per session, and should be held on the way to school. All the matter used should be plainly printed—at first, for experiment, on slips of paper, afterward in book form, and sufficient in number to supply one to each pupil.

Selections from such exercises as are herein suggested need not occupy more than five or six minutes at any one session. The rest of the time should be used in setting out and illustrating some point in the lesson for the next Sunday. This may be done by any teacher. The Chapel and the entire service should be under the control of a competent person appointed by the Superintendent.

A METHOD OF TEACHING HEARING TO THE DEAF.

C. M. BARROWS, BOSTON, MASS.

The article I am asked to contribute to the pages of the REVIEW, while it does not treat of speech teaching, is an account of experiments that, if successful, would facilitate the process by which the deaf now learn to talk as nothing else can, and place the pupils on an equal footing with infants whose hearing is normal.

These experiments constitute an initial step in the transformation of deaf children into hearing beings. Profoundly impressed with the thought that the one sense denied them need not be always absent, I began to study the problem of deaf-mutism from the psychological as well as the physiological point of view and make an attempt to unlock the doors that shut them from the world of sound.

The impulse to undertake this questionable task did not come as a sudden surprise, like a thunderbolt out of a clear sky; nor did I plunge into the work cock-a-hoop, as though I had never been warned betimes of the hopelessness and folly of the venture. Perhaps the germ may have been incubating in a subconscious nook of my brain before I reached Dr. Osler's crisis of forty years. And if the pregnant thought has indeed been slowly soaking in, to use Sir Oliver Lodge's pat phrase, especial preparatory steps have led up to the event by no very steep ascent.

Of course, the success of the method would be an implicit denial of established physical laws,—for science, as the reader knows, boldly asserts that there is no such thing as action at a distance, and the same authority has settled it that organic or tissue changes cannot be produced by psychical means. But what man of science is ready to tell why psychical stimuli cannot

effect such results? If anybody can answer this question, he is just the person I want to see. Within the last twenty years I have observed from time to time in different individuals benign functional changes and improvement in undeveloped and impaired organism, which were not easily accounted for or explained except by assuming the agent to be a psychical power directly affecting in some unknown way the bodily structures involved. One of the latest successes of this kind has been the restoration of lost hearing function to the adult deaf; and you do not need to be reminded of the medical claim that such happy events cannot take place until certain tissue changes occur in the impaired *tympani.*

With these few words of introduction let us hasten to gather up the main facts of the experiment itself; and let me beg the reader to kindly postpone all questions as to how the results were produced, while he studies the recorded data simply as phenomena. This description concerns what happened to a group of deaf persons under specified conditions, while the question of the means by which the transformation was wrought is reserved for later discussion.

My method of dealing with the deaf seems to be a kind of teaching, and during a period of eight months which began in the autumn of 1903 ten cases came under my instruction. I cannot say that they formed a class as in a school, for each case was treated individually. The children began the course of lessons at different dates; some continued only a week or two, others were irregular in their attendance, and a small number kept on with the prescribed lessons for several months. Not all of them were suitable cases, but I took such as I could find at the time, and with them conducted a unique but partially complete experiment.

To make the account as simple and clear as possible it will be convenient to class them in two distinct groups of five each,—one composed of pupils who had no sound perception, the other of pupils who had a small degree of hearing.

In the five cases in which all sound perception was lacking, the change from deafness to hearing may be briefly indicated as follows:

The first, a boy nine years old, was my pupil only eight days. At the end of this short period careful and repeated tests proved that he clearly heard a whistle and a tuning-fork sounded seven feet behind his back and the vocal sound *ah* spoken in my ordinary voice at a greater distance. To state in a word what took place in this case: This boy, who had never heard a vocal sound in nine years, became able to hear my voice and other sounds in the course of eight days.

The second member of this group, a boy thirteen years old, was my pupil nineteen days. While with me he gained sufficient auditory power to enable him to distinguish different words spoken near his ears. He readily heard vocal *ah* twelve feet away from his ears; also single piano-tones played in an adjacent room when the door was open, he being at a distance of thirty feet from the instrument.

The third, a boy nine years old, was my pupil at irregular intervals for a period of seven months. He was subject to frequent attacks of sickness which interrupted his progress. During the last four months of the course he was able, when feeling well, to hear my ordinary voice and repeat and answer questions. He also heard a number of mechanical sounds plainly.

The fourth, a girl twenty-two years old, was my pupil for seven months. During the last two months of this period she learned about two hundred common words by ear, and by forming simple sentences of these, I easily conversed with her on a variety of topics in my ordinary tone of voice. Could I have kept this young woman four or five weeks longer, the listening habit would have been established.

The fifth member, a girl nineteen years old, was my pupil eight weeks. She was one of six deaf-mute children of deaf-mute parents. She became able to distinguish the names of different objects by ear and point them out. She also heard a sharp whistle twenty feet away, single piano-tones at a distance of seven feet, and singing by a soprano voice when she could not see the singer.

These five cases constitute the group of pupils who could not hear at all when they first came under my care. The significant fact to be borne in mind concerning them is that five pairs of useless ears did become able to really hear.

The other group of five partially deaf pupils remains to be described. The little auditory power they possessed did not enable them to distinguish the words of ordinary speech, nor did they notice vocal sounds unless their attention was called to them.

The first of this group, a girl of three years old, was my pupil for several months. She had been both deaf and dumb from infancy, and seemed quite unmindful of sounds of every kind, except when her parents shouted some familiar word in her ear. In the course of four months there was convincing evidence that normal hearing had been developed, and the fact was clearly perceived by members of the family. I continued to work with this case after hearing had been established, hoping that the child would also learn to speak, but nature did not seem to be ready for that step. This experience with a pupil scarcely escaped from babyhood suggests the thought that the most favorable time to treat deaf children may be while they are very young and before they have learned to use substitutes for hearing.

The second case was that of a girl eight years old, who was my pupil about four months. During this period she improved so far as to be able to hear what I said quite easily, when by any means I could command her listening attention, and there was proof that her hearing power had become nearly normal.

The third in this group, a girl twenty-one years old, was my pupil for three weeks. She heard fairly well with the left ear, at the time I took her case, but not at all with the right. She became able to hear normally with the left, and when that was stopped, she heard my voice twenty feet away with its mate.

The fourth member of the group, a boy eleven years old, was my pupil for seven months. His father believed that a process of spontaneous improvement was going on in this case at the time I took it. He became able to listen, hear easily, and speak quite fluently.

The fifth, a boy thirteen years old, was my pupil for seven months. He had slight hearing in the left ear and none in the right in which there was a structural defect. He improved slowly and became able to hear fairly well with the better ear.

The brief data of the initial experiments herein submitted will enable the reader to judge for himself whether the members

of the first group acquired hearing power and whether those of the second group improved under the method of treatment pursued. Although it is true that some of these pupils made greater progress than is here reported, the main purpose of this paper will be effected if the facts already stated justify the claim that the subjects of treatment experienced genuine gains of hearing function. It is plain that the results were not conclusive, and under existing conditions the problem involved remains in the experimental stage. Yet, when we consider what actually happened to the ten deaf children, and what complete success of the method would mean to thousands who lack the hearing sense, no wonder that the members of this Association who listened to the story retold in these pages and are competent judges of the value of such evidence gave "general expression to the feeling that the nature and results of Mr. Barrows's experiment as far as developed are of sufficient interest and importance to render it desirable that he be given opportunity for further and more critical experiments under conditions favorable for reaching the results desired."

While the work done with these ten deaf persons was satisfactory as far as it went, it did not constitute a solution of the vital problem—it did not go far enough, and if the patience of the reader be not already overtaxed, I will try to make it clear to him wherein the experiments fell short of success. The situation is explained when we understand the difference between what nature demands and what people commonly expect, and it may be a far cry from one standard to the other.

I do not know whether it has fallen to the lot of any one else to study a group of deaf-mutes becoming hearing beings. I do not know that there has been occasion to ask precisely what changes such a transformation would involve. A notion prevails that, if their ears could be unstopped, nothing else would be required to enable deaf-mutes to exercise the hearing function at once. This is, indeed, just what was expected of my pupils by those who were watching the process; this constitutes the miracle claimed to be wrought on the deaf by electrical appliances; but such alleged results are not in accord with established physiological laws, and in real experience the hearing organs do not behave

in that way. I discovered that to break the long silence and quicken the unused organs into kinetic life was no instant miracle to be wrought by a human fiat. In each one of the cases I have treated, I found that after the advent of virtual hearing power, the mute was not prepared to put that n wly acquired power to immediate use. There were other impediments to be removed before true audition could take place.

Before asking what these obstacles are specifically, let us consider for a moment how normal children learn to hear; for, in the nature of the case, the experience of deaf-mutes getting command of the auditory faculty must be analogous to that of infants passing through the same biological change. The young human does not hear as soon as he is swaddled. Not until he has been in our midst for weeks does he begin to notice sound, and a sense of words and their meaning dawns upon his consciousness much later. Given a good anatomical structure, the evolution of hearing is a gradual process, and the development proceeds by stages or steps. For a while sounds do not attract the infant at all; but in due time a few spoken words arrest his attention; and, if these are often repeated in his presence, the child makes an effort to reproduce them with his own voice. At first he abbreviates the words he attempts to utter, and it is a bright mother who can tell what baby is trying to say. For years he may not speak plainly, nor will the number of words he can use, of which he knows the sound and sense, make a long list before he arrives at the kindergarten age. The streams of prattle he pours forth may mean something to him but would be accounted crass traulismus in the mouth of an adult. Finally the schools take him in hand and patiently train ear and voice in grade after grade, until he acquires the larger vocabulary and smoother flow of speech which belong to the period of the teens. During this slow training process faults are corrected and habits useful to the organism are formed.

It is easy to see that persons who have never had sound perception, if they are to become proficient in hearing and true speech, must encounter and overcome the same obstacles that beset infants seeking the same end. After babies begin to listen, years of persistent effort and unsuccessful attempt are spent in

the education of ear and voice: somewhere, somehow, the mutes must undergo a like discipline.

When a deaf-mute learns for the first time what the sensation of hearing is, he experiences in this discovery an absolutely new psychical modification, the like of which he never had before. For him, whenever it comes, sound perception is an event *sui generis*. Probably no physiologist would contend that any part of the process of ear development occurs in these cases while they remain deaf and dumb. The organs may increase in size as the body matures, but functional changes cannot take place until the ears are capable of hearing. In other words, sound perception is the primary conscious act from which all function dates. We may infer, then, that the organs remain infant in such cases, so far as their sensory office is concerned, until virtual hearing power is acquired, whether that event occur during babyhood, adolescence, maturity, or senescence.

If the conclusions just stated be well founded, the reason why my pupils could not make use of their auditory power at once is not far to seek. Their hearing organs had not taken all the indispensable evolutive steps.

First, they had never listened (strictly speaking) in their lives and did not know how. The special direction of attention called harking or listening is a volition at the outset, which by continual exercise becomes automatic, that is, a habit. Each act of listening requires a brain change and a psychical event by which consciousness interprets as sound the motion that reaches the "hearing centre." In the cases I was dealing with, the auditory nerves seemed to be duly excited, but consciousness acted slowly or not at all.

Second, my pupils did not know their mother tongue by sound. For them words had no sounds. I pronounced names of objects with which they were familiar, as *book, table, chair, lamp*. They heard my voice and repeated what I said; but it was only noise and had no meaning. They perceived a difference between one sound and another, but in no instance did the sound arouse in their minds the thought of that of which it was the audible symbol. This obstacle was overcome by teaching them to associate the sound with the object or its printed symbol.

Third, lip-reading, which it had cost them so much time and effort to learn, proved to be the most serious impediment in the way of my ultimate success. During the entire course of lessons it had been necessary to use means to prevent the pupils from getting ocular knowledge of what I said to them; and for this purpose I employed a number of different contrivances each of which was more or less clumsy. At last I made one with a paper tube and a piece of stiff card board that works perfectly. The tube is about fourteen inches in length and one and a half inches in diameter. The card is five inches square; the tube is thrust through a hole in the centre of the card two inches from the end which serves as mouth-piece, so as to hide all facial movements when I speak through it. No one who has never tried to make a deaf lip-reader use his hearing can realize how difficult it is to prevent the eyes from taking part, or how impossible it is for the lip-reader to listen if his eyes are available. Nearly all these children attended schools for the deaf while they were under my instruction, where they were required to practice lip-reading twenty-five hours a week. It would be unreasonable, therefore, to expect that, by seeing them not more than two hours a week, I could induce them to discard this strong habit for a volition as yet scarcely learned.

Parents and others who were watching the experiment did not understand how a child could become able to hear and still not hear what they said. Nor could I convince them that they were at fault and not the mute. They did not comply with the conditions. When they tried to test his hearing, they were not careful to exclude the child's sight, and he does not use his ears if allowed to watch the speaker's lips. Consequently they failed to secure the listening attention, without which success was not to be expected. They used words that the child had not learned by ear. They spoke indistinctly or too fast, they shouted or screamed into the child's ear, when words spoken plainly near the ear in quiet tones would have answered much better. They grew impatient at the child's hesitation and apparent heedlessness. A moment's reflection should convince any one that these mutes, just arrived on the threshold of a strange world of sound, could not manage and adapt the hearing sense with the automatic ease and precision

of persons who have exercised the function all their lives. But these warders made no allowance. Evidently they were not looking for a natural development of the missing faculty, but expected the children to pass by one brave leap from hopeless deafness to perfect hearing.

Some answer will be expected to the question, How are such transformations wrought? but at present I can only offer a tentative theory subject to later revision.

While the method does not constitute a science in itself but is simply applied scientific knowledge, the principles and laws on which efficiency depends are as yet only partially understood. The implied physical change is presumptively biological evolution evoked by psychical stimulation. Consequently, the processes of repair and functional activity may be due to dynamogeny. The energy which produces these results is not easily defined, because we do not know its limitations. It surely is not what is ordinarily meant by thought and will power, which have nothing whatever to do with the matter.

The longer I study and practice the method the stronger grows my conviction that it is essentially physical education. There is reason to believe that the different parts of living bodies may learn lessons as well as mind can. I regard the claim as tenable that specific instruction may be imparted to the organs of an individual without the help of his mind. If this be the case, it is proper to affirm that the deaf ears are directly *taught* to perform their normal function, and that whatever repairs may be required to fit them for service are wrought by the same tuition. The pupil's mind has no conscious part in this educative process, in the same sense that a patient's mind takes no part in the production of relief from bodily pain due to a "hypodermic" of morphia injected without his knowledge.

The kinetic energy or psychical stimuli which produce these physical results are assumed to issue from a subliminal region of consciousness. This view is in accord with an existing theory, supported by strong evidence, that the consciousness which he identifies with his ordinary thought-life does not comprise the whole of the consciousness of a man. It is only a small portion

of the total,—his work-a-day consciousness, so to say, adapted to the needs of his earthly environment and indispensable to success in the struggle for bodily existence. Besides this consciousness of the empirical mind, there is another region of man's psychical being, often called *subconscious* or *subliminal*, which is now admitted to be a well accredited psychical entity.

The reality of this extension or pluralism of consciousness is acknowledged by men who stand high in the scientific world; and Sir Oliver Lodge, the late Frederic Myers, and others, believe this subliminal entity to be "the more real and more noble, more comprehensive, more intelligent consciousness," of which the supraliminal or ordinary development is only a natural and healthy manifestation. Of these two consciousnesses or selves, between which the distinction is merely a psychological convenience, the supraliminal is regarded as the outcome of terrestrial evolution, while the subliminal has a cosmic existence. The former is continuous with the latter, so that both are included in one field. But this field is much larger than the earlier psychologists supposed, has never been fully explored, and the subliminal portion is believed to be far more extensive than the supraliminal and more closely identified with the welfare of the bodily organism. Moreover this, which for convenience is treated as a distinct self or group of selves, acts for the most part independently of the self of ordinary experience, so that its presence and operation are unknown to the empirical mind; hence it is often pronounced unconscious. Physiologists recognize its control of the vital bodily processes and allude to it as a "power of life but not of intelligence." Yet the subliminal being is profoundly conscious and intelligent *per se*, and exerts a far reaching power over the mental and physical life of the individual.

There seems to be strong reason to infer that one of the group of subliminal consciousnesses is able to act directly upon its own physical organism; also that, as psychical agent, it may exert power beyond the limits of its own body and produce changes in another human body, without the knowledge or intervention of the percipient's mind.

It is my belief, founded on long experience, that this subliminal teacher of bodily organism is able to produce functional, possibly some tissue, changes useful to the physical life of man. I am convinced that when rightly applied, this psychical power can both inhibit and prevent pain, hasten recovery from disease, conquer injurious habits, dispel manias and phobias, restore lost organic function, including lost hearing.

66 Westland Ave., Boston.

MARTHA FORBES FRENCH.

SARAH FULLER, BOSTON, MASS.

The Horace Mann School has recently met with a serious loss by the death of one of its most valued teachers, Miss Martha Forbes, whose chosen life-work was sewing. Her fondness for the use of the needle dates back to her childhood days and led her to desire to impart to others an appreciation and love for the art of sewing, which seems in danger of becoming, from mechanical devices, one of the "lost arts." Even while passing through the High School of her native town, Quincy, Massachusetts, and after her entrance upon an advanced course of study at a private school, she continued the training begun at her mother's knee, in the various branches of needlework. Skilled and thoroughly equipped as she was when she became a teacher in the public schools of Boston, she was always a student of methods, and ever ready to welcome and adopt whatever seemed to promise help to her pupils. The painstaking, careful instruction she had received was repeated in her lessons to her pupils, and gave to them the best possible preparation for wage-earning with the needle and for the right understanding and use of the sewing-machine. The respect and love that she inspired for plain hand sewing were unmistakable evidences of her power as a teacher; and her ability and skill in producing dainty, artistic fabrications with her needle were strong incentives to high achievement in art needlework. Many and many are the girls who owe their acceptability to employers to the excellent training given by Miss French, at the Horace Mann School. Numbers of boys, too, gained a knowledge and appreciation of mending and making, that experience alone can give, and several became experts in hand-sewing as well as in work upon the sewing machine.

Naturally gentle and courteous, she created an atmosphere of refinement that gave an indescribable charm to the place and

the time devoted to sewing. Gratitude for the blessings that her life and her work brought to the pupils of the Horace Mann School silences expressions of sorrow at the irreparable loss we and all whom she served have sustained.

The appended note from Mr. Whittemore, Master of one of the large public schools of Boston, presents, most fittingly, Miss French as she "went in and out among us" in her daily school life.

Among the many characteristics which endeared the late Martha F. French to her friends was her sympathy for all who needed it, and the genuineness of that feeling was often revealed in the gentle tone of her voice and more, if possible, in the kindly expression of her remarkable eyes, which, indeed, sometimes seemed almost vocal in their intensity. All she said and all she did were characterized by sincerity of motive and she had no use for shams of any kind; hence she was known to be an able, conscientious teacher who desired to secure from her pupils the best possible results. They have lost a most valuable instructor and the teachers will sadly miss the friendly greetings of a beloved coworker.

In all the years I have been associated with her in school work, I cannot recall an instance when she gave expression to an unkind word, or an unpleasant look, even when the conditions were somewhat trying, and so she presented to her pupils constantly a model in deportment and manners.

It is not easy to describe satisfactorily a lovely landscape, nor a beautiful symphony. One must see the landscape and hear the symphony in order to fully appreciate them. Far more difficult is it to describe to another the virtues of your dear friend; for words fail to paint with the proper blending of tints the picture of a noble life and so, in order to appreciate the worth of her friendship, one must have seen and been acquainted with Miss French. Hard indeed it is, but we are beginning to realize that she has passed beyond our vision and yet we have the comforting belief that the power which gave to us this dear friend will not suffer the separation to be more than temporary.

N. H. WHITTEMORE.

MARIETTE E. FINNEY.

DAISY M. WAY, KANSAS CITY, MISSOURI.

Entered into rest eternal, Sunday evening, January fifteenth, 1905, Mrs. Mariette E. (Barstow) Finney, in the eighty-first year of her age.

Thus closes the earthly chapter of a brave, unselfish, and beautiful life-record. Illumined by the brightness of an unfaltering trust, her Christian life closed calmly and peacefully as in a gentle sleep, her pure soul ascended gladly to the reward of the righteous, and in the joyous awakening of the eternal morning her long years of waiting were at last rewarded and she was for all eternity reunited to the love of her youth.

The life of Mrs. Finney has much to distinguish it from the ordinary, and its record of afflictions overcome, difficulties surmounted, and victories achieved combine the elements of a rarely interesting history. Bereft of hearing at the age of three years, and totally deaf from a short time thereafter, she was easily the most expert lip-reader of her generation. One of the foremost leaders of the advanced guard who have helped to blaze the way out of the wilderness of muteism by establishing the precedent and furnishing in themselves the exception which proves the rule, she was in her own clever personality a living exhibit of what could be accomplished even without the aid of the advanced educational methods which benefit and assist the more fortunate deaf of the present day.

She was fortunate in possessing a soft, agreeable voice, to which was added a distinct enunciation, and this, with her fluent command of speech and ever-ready repartee, made her a charming conversationalist. Her wide reading and intense interest in all the affairs of the day gave her a rich fund upon which to draw for the benefit of her visitors, not one of whom ever left her presence uninfluenced by her intelligence and good cheer. She was extremely fond of company, and her sunny smile of welcome never failed to evidence her pleasure.

Born in the rugged Green Mountain State, of a family which has contributed much of its blood, brain, and brawn not only to the history of the Commonwealth but to that of the nation, Mrs. Finney was well equipped by heredity with the sterling strength of character and keenness of intellect which stamped her as a woman out of the common. Her earliest ancestor in this country, John Barstow, came from England in 1635. Many generations of Barstows have resided in her native town of Shelburne, Vermont. The Revolutionary war found them active in their country's cause, and peace brought out their usefulness as well. Her father was for many years state senator, and always a man of prominence and high standards. One of her brothers, Hon. J. L. Barstow, served as Governor of Vermont, and is still living at Burlington.

On the picturesque shores of Lake Champlain, Mrs. Finney grew to womanhood amid the influences of that sturdy, upright, God-fearing, characteristic, Northern New England environment, which has brought forth so much that is typically American in our history. She was one of three in her family who were similarly afflicted by disease—not from birth. Together with her deaf brother and sister, she mingled so freely with the other children of the family and neighborhood that no difference being made between them and the others, they gradually acquired the habit of watching the lips and faces of the rest, just as the others, in turn, half instinctively learned to speak more slowly and distinctly to the three afflicted ones. Their vocal organs being perfect, they imitated those around them, with an occasional bit of help from an older sister, until at length all had a good vocabulary, and an excellent knowledge of lip-reading. Their education in the country schools followed naturally and without difficulty, there being indeed no other educational means availab in those early days.

One of the interesting experiences of Mrs. Finney's early life, and one which it was always a treat to have her relate, was that of her visit to the Hartford School for the deaf, then known as the American Asylum, in 1852, the Principal at that time being Mr. Weld. The elder Mr. Barstow, always keenly interested in whatever advancement was being made in behalf of the deaf,

determined to visit this, the pioneer school, and satisfy himself of its usefulness, with a view to bringing the matter before the Vermont Legislature. His own children were now beyond the need of its advantages, but he desired to invoke state aid for others less fortunate than they. Accompanied by his daughter, he made the trip by stage, and the then Miss Barstow, with her sparkling conversation, bright sallies, and clever wit, and the ease with which she conversed and was understood, created a distinct sensation among both faculty and pupils, who considered her accomplishments little less than marvelous. Mons. Clerc, who was one of the teachers, was especially interested in this new and convincing exponent of the possibilities of lip-reading, and he urged her to take up the work of teaching the deaf and lending the influence and inspiration which her presence among them would be certain to evoke. Her visit was prolonged beyond that of her father, but she laughingly declined all inducements to remain permanently, the ties of her northern home being too strong to break, as the next year's sequel proved.

In 1853 Mariette Barstow plighted her troth to Solon H. Finney, and not long thereafter she bade farewell to her family and to her beautiful home, turning her face westward with her well-beloved husband, serenely content to follow him to the ends of the earth if need be, like the Scriptural wife of blessed memory.

They made their home in central Michigan, whither some of Mr. Finney's family had preceded them, and here, on a small farm, their lives moved on, in loving contentment and perfect peace until the outbreak of the Civil War. Mr. Finney, true to the patriotic instincts of his ancestors, in heart responded eagerly to the call of his country, but his impulses were restrained by the thought of his manifest duty at the side of his afflicted even though entirely capable wife and the two bright little sons who had meanwhile come to bless their already perfect union. As call after call for volunteers was issued he was torn between love and duty—each of which seemed equally binding. At last, almost overcome with remorse as he realized the nature of the sacrifice he was asking her to make, he returned from the village one day and asked her to give her consent to his enlistment. The supreme act of renunciation, and all it involved, was too

much for even her Spartan spirit to face unflinchingly, and she asked for time to nerve herself to say the momentous word which say she must. All that night she prayed in agony, while he, storm-tossed and sleepless, like herself, suffered only a little less. With the morning she arose, strengthened and inspired with that faith which she expressed in later years: "As thou wilt. Thou knowest best what is good for me, therefore it shall be as Thou seest best, and not as I wish it." And again: "Lord let but Thy will be done, then is mine done, for I have no other will than this: that Thy will be done!" Solemnly she gave her best beloved into the care of the Heavenly Father they both worshipped, and who in turn, she assured him, would watch over the three who were left behind, and with a brave smile she watched him ride away gallantly with his troop, the Sixth Michigan Cavalry. Oh! the bitterness of the knowledge which came afterward, when too late, that the sacrifice on his part and on hers was unnecessary, since the fact of her infirmity, and of their helpless children, would have exempted him from military service and from conscripton, which his pride had dreaded. Lieutenant Finney served through the remainder of the war, and then—the irony of fate was exemplified once again. On the very day, and within a few miles of the spot where the surrender of Appomatox was taking place, Lieut. Finney, being on duty on the skirmish line, ventured out into the open to bring in a comrade who had fallen wounded, thus exposing himself to the fire of the enemy's sharpshooters. A fatally accurate aim sent a bullet throught his heart, and he fell beneath the body of the dying comrade whom he had died in an unselfish effort to save. In the confusion of the surrender and disbandment of the army, even the place of his burial was lost sight of, and thus the waiting woman, who learned days afterward of the last mighty sacrifice her country had claimed in the very hour of peace, was denied even the sad solace of laying to rest all that was mortal of her heart's beloved, or of visiting his last resting place. His is one of the many hundreds of narrow mounds which dot the green sward of Virginia marked by a number alone. A comrade bore away and restored to her his personal belongings and papers, and with that mute memorial she had to find scanty solace.

Murmuring, with stricken heart, once again, "Thy will be done," the bereaved but courageous mother gathered every energy, and upheld in this supreme crisis by the strength of her perfect Christian faith, she met the emergency bravely, and centered herself upon the duty of bringing up the two young sons to the useful manhood their father would have wished for them. Outwardly calm and resigned, completely submissive to God's will, she alone realized how utterly the light had gone out of her life, for the love between husband and wife had been that which passeth all understanding.

Taking up the threads of her shattered life, she started forward bravely, early removing to Kalamazoo, Mich., which, as a college town, presented superior educational advantages.

Here she made for her children a pleasant home, and they proved themselves worthy, on their part, of all the fond care and tender guidance she devoted to them. They grew to manhood, equipped with the best education obtainable. One son chose the law, the other entered business life, both married and established homes of their own, and she at length was left alone, by her own choice preferring the independence of her own establishment. Possessing a most remarkable business sagacity, Mrs. Finney kept her financial affairs well in hand—managing them independently and to good advantage—and only the beginning of her last illness caused her to relinquish the firm control over her own matters which was one of her strong characteristics.

Ten years ago, when advancing years rendered it inadvisable for her to live longer alone, she removed to Kansas City, Missouri, to make her home for the remainder of her days with her surviving son, Mr. L. H. Finney, a prominent lawyer of that city, and here, surrounded by her books and papers and the pictures she loved best, she journeyed serene and care free toward the sunset, always looking forward with eager longing and fond anticipation to rejoining the beloved soldier-husband whose name was constantly on her lips, whose image ever in her heart, and who was held in as fond remembrance as if the forty years of earthly separation were instead but that of a day.

Mrs. Finney became a member of the American Association

to Promote the Teaching of Speech to the Deaf in 1892, and in the summer of that year she attended the second annual meeting at Lake George. A few weeks later, by invitation, she accompanied the excursion of Principals, whose convention met at Colorado Springs that year. At both of these meetings she was an interested and interesting spectator, and made numerous friends among those who, more than any other class of people, could appreciate her culture and accomplishments.

During the Columbian Exposition at Chicago she spent some weeks as a guest of Miss Mary McCowen, and attracted much attention, to say nothing of accomplishing no little quiet missionary work among visitors to the school of practice conducted by Miss McCowen at the Children's Building.

With her wide-awake, progressive ideas and unlimited capacity for enjoyment, she was quick to grasp every opportunity, not only of improving her own knowledge, but in giving happiness to others by its dissemination. Her letters were gems of composition, and it is needless to add that as a correspondent, she was most assiduously cultivated by those who considered themselves fortunate when once regularly included on her voluminous list. When, at the age of seventy-six, her correspondence grew to such proportions that it began to tax her strength, she provided herself with a small type-writer, and, soon mastering its rudiments, she relaxed the tension upon her muscles by its use, and amused herself at the same time by the novelty of the proceeding.

During the time she spent as a boarder at the Nettleton Home for Aged Gentlewomen, while her son's family were temporarily absent, she was conceded by all to be the brightest and cleverest inmate of the establishment, and her room was the centre around which all the social life of the institution radiated. Seated, surrounded by her books and papers, with her portfolio and type-writer always close at hand, she held an almost daily levee, and her generous heart and ready sympathy found many an unobtrusive opportunity for brightening lives more somber than her own. She once asked a friend similarly afflicted, "Does your deafness cause loneliness? I hardly think mine ever does me." And again she wrote, "I believe we are

to thank God even for trials, for suffering, for by them we are tried as gold in a furnace, and are tested and fitted for Heaven. 'He that endureth to the end shall be saved.'" On another occasion she quoted earnestly: "For our light affliction, which is but for a moment, worketh for us a far more exceeding and eternal weight of glory."

Her patriotism was intense. She was an active worker and liberal contributor to the temperance cause. She gave liberally of her means to mission work, and was quick to respond to the cry of the needy, and her purse was ever ready in each case of calamity or suffering which came within her reach.

As a friend she was loving and true. No uncharitable criticism or word of complaint ever passed her lips. Her broad charity and liberal views were in keeping with her theory of the practical, every-day application of Christianity. More than all, and above all else that can be said of her, is the ever-present manifestation of her devout worship of her Heavenly Father. As she said on the speaker's platform at Lake George, "By the grace of God I have been able to do all these things, putting my trust in Him." She has written many beautiful testimonials of the constantly protecting Unseen Hand to which she has steadfastly turned for guidance, of the numerous instances in which her prayers have been answered, and of her early experiences after giving herself to Him. Kneeling alone in prayer, in her favorite spot for quiet meditation, "in the thick, low hemlock brush, among tall beech trees, waving gently to and fro against the sky, where but the All-seeing Eye could see me, the waters of Lake Champlain visible through the boughs, the blue Adirondacks in the distance, the reflection of the real colors of the western sky and the changing light of the invisible sun as it sank lower and lower, those were indeed sweet hours of prayer, alone with God, alone praying!"

Of a life, of a faith like hers, what can be said or written in adequate appreciation? We can but pause in the worry and rush of the headlong present, and bow our heads in reverent benediction. For the grace of her beautiful example, all who came within reach of its sweet influence may indeed rise up and call her blessed.

* * * * * * * "No life
Can be pure in its purpose and strong in its strife
And all life not be purer and stronger thereby."

Yea, of a verity, she has not lived in vain.

In fulfillment of a trust imposed long ago, when the ASSOCIATION REVIEW first established its Obituary Department, and as the closing act of a friendship which has been beautiful in its deep affection and strong in its mutual devotion and steadfast loyalty, this imperfect tribute has been prepared. Death alone could sever the comradeship first begun in the sympathy arising from a common affliction and similar mitigating circumstances, and the vacancy left by her going can never be filled. This last labor of love can perhaps best be closed by repeating those words of my beloved friend which will always linger in loving memory: —"May our companionship be renewed beyond death's portals, never, never again to end."

CONTEMPORARY THOUGHT.

THE EXERCISE OF THE SENSES.

Rousseau in his famous educational novel "Emile," enters very much into detail regarding this subject. Concerning the sense of hearing he says that "hearing is exercised best by that organ or function which so closely corresponds to that of hearing, viz., speech. Let the child be taught to speak simply and distinctly, to articulate correctly, to pronounce exactly and without affectation, to know and follow the grammatical accent and prosody, always to talk loud enough to be understood, but never louder than is necessary to that end, a fault which is frequently found in children educated in public institutions. Let the teacher, furthermore, see to it that in singing the voice of the pupil be pure, even, flexible, and well sounding, and his ear ready for tact and harmony, but nothing more."

The exercise of the sense of hearing is to be effected principally by music. According to Gutsmuths, the tuning of the piano is one of the best exercises. The same exercise is obtained by the tuning of stringed instruments; and if it is the object to develop the sense of hearing in a child, the first instrument which the child should be taught to play should be the violin and not the piano. Gutsmuths uses the game of blind man's buff in a very pretty manner in exercising the sense of hearing. He does it in this manner that the blind man must guess who is the person caught through some sound produced by that person. He varies the game in this way that all the children are blindfolded, and that the teacher produces various sounds which the children must recognize by the ear; for instance, he stands on a chair, sits down on the floor, etc. All this is comparatively easy; but Gutsmuths goes even further, and lets the children guess by the ear the shape, size, and quality of various objects; for instance, he asks, "What object is this which you hear sound: a glass, a pot, a bell, a piece of iron, copper, silver, wood, etc.?" "What shape and what size would you, from your hearing, imagine these objects to have?"

For the perception of the deaf, as well as for the education of the blind, the significance of the feeling of vibration is of considerable interest. Mr. Rumpf is the first who has made the investigations relative to this kind of feeling. He ascertained that at the tips of the fingers the ability to differentiate the vibrations of the tuning fork reaches 660 and even 1000 vibrations per second. He explains this by the circumstance, that it is mainly a question of exciting the nerves of the skin which to a varying degree are able to differentiate a succession of impressions. Other parts of the body which are not so receptive in this direction will amalgamate these impressions, whilst strongly receptive parts will feel them at intervals. It would be worth while to ascertain by experiments in how far the feeling of vibrations can be made to differentiate sounds, in other words, to what extent the differences of sounds can be perceived; for it is evident that for developing speech in deaf persons a strengthening of this ability must be of great value; and that thereby the modulation of the voice acquires a means of control, which, so far at least, has not been sufficiently used.—[Dr. Hermann Gutzmann in Medizinisch-pädagogische Monatschrift.]

STATISTICS OF DISTURBANCES OF SPEECH.

It appears from careful investigations that in one-fourth of the children entering school in their sixth year the development of speech has not yet been completed, and the speech is, consequently, defective. As a general rule, these defects of speech are the result of insufficient education in speech and insufficient surveillance. The worse the material conditions of the children, and the less the care with which they are treated, all the greater will be the number of children with defective speech.

Stuttering will only in very rare cases be cured in school; it is rather to be presumed that many children do not stutter until they enter school. From the tenth year the defects of speech do not decrease very materially. It appears that among the children with defective speech there are, on the average, twice as many boys and girls.

If we consider what great disadvantages arise from defects in speech to children in school, and later in practical life, we must state emphatically that it is the duty of the school to pay close attention to the development of speech and its surveillance in its pupils. It is, therefore, very desirable that all teachers during

their years of preparation should thoroughly study the physiology and pathology of speech; and, on the other hand, it is recommended that for large schools or school-districts courses should be instituted, with the aid of properly trained physicians, where stuttering and stammering children could receive rational treatment. The parents should likewise be urged by the teachers to pay greater attention to the speech of their children than is generally the case. We add a table prepared by Dr. Felix Schleissner, Prague, showing the percentage of children with defective speech in the public schools of the District of Prague, Austria, by classess:

	Stuttering.					Stammering.					Nasal speech.				
Classes.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Boys, ...	1.9	0.4	0.9	1.4	0.7	22.9	12.9	6.9	5.9	5.1	2.8	2.8	3.4	2.5	1.0
Girls, ...	0.2	0.3	0.3	0.5	0.4	13.8	7.7	5.0	1.8	2.2	1.6	2.0	1.9	1.7	0.8

—[Medizinisch-pädagogische Monatsschrift für die gesammte Sprachheilkunde.]

LET US TEACH THE DEAF TO ASK QUESTIONS.

Questions and answers belong together in conversation, just as the exhaling and inhaling of breath in life, as buying and selling in commerce. In a lively conversation between two or several persons, questions and answers follow each other in quick succession. To most persons a lively conversation is a refreshing pleasure, which makes time pass by quickly and pleasantly. We like to meet with other people in our leisure hours, exchange opinions, listen to the experiences of others, and tell our own The deaf person likewise has the same longing for society, the same need of intercourse by speech. If he meets with other deaf persons, a lively conversation is soon started, of course in the sign-language. But in view of the high aim which the school for the deaf has set itself, the deaf person is to be enabled to participate in a spoken conversation. He is to be advanced so far that he can with some degree of certainty express himself by asking questions and by giving correct answers; and that he can tell his experiences and express his wishes. As regards the ability to give correct answers, and to freely express his thoughts, it cannot be denied that our instruction can show good results as regards many of our pupils. But as regards the ability to ask independent questions, most of our deaf appear deficient. It is

certain that it requires a greater practice in speech to correctly formulate a question than to answer one; for in many cases the correct form for the answer will already be contained in the question, and the person who answers will have to insert only the item concerning which the question is asked. But this difficulty should not prevent us from practicing independent question-exercises; for by endowing the deaf with the faculty of asking questions, we give them one of the most important aids for real life.

When an adult deaf person visits us, we soon get through the first questions as to how he lives, where he lives, what business he is engaged in, what he earns, what he can save, etc., etc. He answers, but as for the rest remains passive, as he does not feel himself master of the forms for questions as to our condition, what experiences we have made in the course of years, what they are doing at the institution where he received his education. The conversation, therefore, soon begins to lag; for if there is to be life in a conversation, each participant must furnish his share. But if it is difficult for a teacher of the deaf to converse with a former pupil, how much more will this be the case in conversations with persons who are ignorant of the knowledge of the deaf and his stock of words! Is it astonishing, therefore, that the deaf man who lives in the country or in a small town, longs for the life in a great city, which, in addition to other pleasures, also affords the entertainment which intercourse with other deaf offers? But if the deaf man has mastered the most common questions in conversational language, and can thereby give to the persons with whom he has intercourse, a hint as to the subjects on which he is able to converse, how much easier will his intercourse with hearing persons become! But if the ability of the deaf person to ask questions is important as regards the intercourse with his fellow beings, it is infinitely more important as regards his further development, his mental growth. An old adage says: "By asking questions you acquire wisdom." And, if there is any one who needs wisdom, it is the deaf. It is true that at school he aquires a respectable stock of knowledge; which will become apparent if we compare the views of an educated deaf person with those of one who has not enjoyed the advantages of education. And still, how small does this stock of knowledge seem when the pupil leaves the institution and enters real life, when he goes out into a world which is entirely strange to him, with new conditions, new surroundings, new persons. It is impossible for an institution in its teaching to take into account all these new conditions. Then it behooves the deaf to have his eyes open, to gather in all these new impressions, to learn the names of the tools, the materials, the methods, in short everything that re-

lates to the business. Soon he will be asked to go errands, do shopping, etc., and will then have to use all the questions which these duties require. He is, for instance, asked to take a pair of boots to a customer. He has to ask his master, "Where does Mr. X live?" "In what story?" "Shall I take the bill along?" Another difficulty arises from the circumstance that he is not yet thoroughly acquainted with the city. He must, therefore, be able to ask "Where is such and such a street?" Possibly when he reaches the house, the person whom he wants to see is out, and he must ask some other person in the house. "When will Mr. X. be at home?"

But how is the deaf boy to acquire this ability at school? What you are to practice, you must first of all know and understand. Our pupils must, therefore, be taught to ask the most varied questions, always observing the rule to advance "from the easy to the more difficult." At the very beginning of education we commence with the easy forms: What is this? Where is ———? What does he do? How old are you? etc., gradually proceeding to more difficult questions: How is this? What is the reason for this? What does this mean? etc. Our text-books furnish useful hints as regards the questions to be asked and the order in which they should be asked. But knowledge and understanding is not the main point in reaching our aim: What is chiefly needed is the readiness acquired by constant practice.

The course in our German schools assigns two hours per week for exercises in free questioning. In these hours the pupils must be incessantly urged to ask the questions most common in conversation; for instance: How are you? Did you take a walk yesterday? Where did you go? How is your sore ear? Did you sleep well last night? Are you satisfied? What is the matter? etc., etc. During these hours our pupils must likewise be exercised in connected conversation, such as is apt to be carried on with a shoemaker, tailor, butcher, merchant, physician, etc., in this manner that one of the pupils takes the part of the questioner, and the other of the person who answers. And, the more the faculty of speech develops in the pupils, the more will the teacher step into the background. We can be said to have reached good results if in the highest class the pupils are able to converse with each other without the aid or interference of the teacher. It is of course not to be required of the pupils that they should completely exhaust a subject. For, if grown persons in their conversation often quickly pass from one subject to another, this same privilege should be granted to children, whose butterfly-nature cannot stay long with one subject but who constantly want variety.

Two hours a week, however, is too little for these exercises which are not easy, but on account of their importance are indispensible. No, the *entire instruction* must be so arranged as to further the object we have in view; it must be a constant exercise in asking questions. It has been demanded that our instruction, for the middle classes upward, should follow that of the public schools as regards substance and form. We are only interested in the form. Till within a few decades the catechetical method was the one in vogue in the public schools. By a series of logically arranged questions and by the practical application of their answers the teacher led the pupils to acquire ideas. In this method the teacher always asked the questions and the pupils made the answers. This method began to prevail also in the schools for the deaf, and the standing of a class is often judged by the quick and ready manner in which the pupils answer one question after another. This method, however, cannot be maintained before a scientific tribunal; and the method of Herbart and Ziller utterly condemns it. Even if we do not go so far as to entirely exclude the catechetical method from instruction, the objections thereto are weighty enough to limit it very considerably. Scientific pedagogics maintain that by using the catechetical method, the mind of the child is not sufficiently developed, especially if the easy forms of questions (such as simply require a decision, a denial, an affirmation, etc.,) are used too frequently. The child is not accustomed to think independently on a subject, it is constantly held in the leading strings of the question. The independent ideas rising in the mind of the child are not taken into account. Scarcely has instruction struck a chord in the child's mind, on which it would like to dwell some time, when the next question is asked, and pulls the child away from his first thought by main force. And, unless at the beginning of the lesson, its final object is indicated, the pupil is by a series of questions led along dark paths, until he suddenly finds himself at the end point, without any distinct consciousness of the road by which he has reached it.

Instead of the catechetical method, Ziller has proposed what he calls by a somewhat unfortunate term, "the disputation method"; for you cannot dispute with young children. The better term would be "conversational method," by which the teacher and the pupil alternate in asking and answering questions. The pupil must bring out all he knows concerning the subject in hand; and if he does not understand a thing, he shall ask for an explanation. The teacher should, by practical hints lead the pupil to new observations, investigations, and opinions, and at the same time endeavor to increase his stock of knowledge and of words.

This freer form of conversation is of the greatest importance for the instruction of the deaf. The pupils must not constantly be under the pressure of a question, which only lames his self-activity and blunts his desire for knowledge. In every lesson the pupil himself shall tell what he has experienced and observed and what has stirred his heart; and, what is the most important point, he shall ask questions whenever a thing is not clear to him, and whenever he desires further information concerning a subject.

Such a readiness in asking questions is not acquired in a few days or months; the practice of years is needed, and constant application from the very outset. As soon as the pupils have learned to know the first forms of questions, they must be urged and even compelled to constantly use them. Already in the second school year the teacher will embrace every opportunity to encourage questions. The lack of words will in the beginning be somewhat of a hindrance; but by pointing to the color or form of an object, by imitating some activity, by looking searchingly around the room, the children will soon guess of what kind the question is to be: whether it is to be "Where is ——?" "What does ——?" "How is ——?" As a rule, children will ask questions only concerning subjects which they don't know; but our pupils should be urged, often in a somewhat unnatural manner, to ask questions concerning subjects with which they are acquainted; for, otherwise, they do not acquire the necessary readiness in formulating questions. The entire acquirement of speech by the deaf is something artificial, in the same way as is the acquirement of a foreign language by normally endowed persons. It is also important that our pupils should be taught to transform indirect questions to direct ones, for in practical life this is often required. For instance: Teacher: "Ask the shoemaker when your boots will be ready." Pupil: "When will my boots be ready?" Teacher: "Ask what they will cost." Pupil: "What do my boots cost?" Teacher: "Ask Charles whether he has got a box." Pupil: "Charles, have you got a box?"—[Franz Güssow in Blätter für Taubstammenbildung.]

COMMENCEMENT AT MRS. NORDIN'S SCHOOL.

It was commencement time in Mrs. Nordin's school for blind and deaf, and blind, deaf, and weakminded children, at Venersborg, Sweden. I was present at the examination in language and saw how the blind deaf children laid their hands in that of the teacher when she asked a question, and received the answer in

the same silent language. Weakminded blind children, on a large high relief wall map, pointed out to me the mountains, seas, and cities of the principal countries of the world. I had seen these children engage in gymnastic exercises, and industrial work of various kinds, and was simply astounded at the results of the faithful work of the directress and her assistants.

Now, one of the teachers took her place at the organ; four weakminded blind children stood close to her, and sang "God is love." Their voices were beautiful and pure, they themselves enjoyed the melodies, their poor blind eyes, gazing at vacancy, showed evident signs of a smile. I felt sad, and closed my eyes, for I thought that these poor children did not seem to have much share in God's love; but they went on singing and finished the hymn. I looked at them again; and their features did no longer seem idiotic, but rather indicated peace and happiness. Theirs was after all a happy life, saved from much of the worry and strife of the outside world, here in their beautiful home.

But down in the sick room there lay a little blind and deaf girl in the agony of death. She was an exceedingly gifted child—a Scandinavian Helen Keller—and she well knew what was coming. But her constant prayer was: "Oh Lord, let me die before the aunts (the teachers) leave!" There seemed but little hope of her wish being fulfilled; for the next day the teachers were to leave for a few weeks' well earned vacation and rest. Just when I was about to take leave of the Institution, word came from the sick-room that the little girl's hour had come. All the ladies, and I with them, hurried downstairs. Soon after, she died, joyfully and happy, surrounded by all the teachers. A few moments before she passed away, she held out her hand to her favorite teacher, who often had written words of comfort in her hand. As the shadows of death began to spread over the little face, the teacher wrote in her hand: "Jesus! God!" and the little girl faintly answered with her hand: "Yes, God! God! God is love!" And thus little Hildur passed away.—[V. Larsen, in Smaablade for Dövstumma.]

A MUSICAL GENIUS IN A BOY SUFFERING FROM DEFECTIVE HEARING.

At Easter, 1898, the boy George E., from A. (Germany), was admitted as a pupil to the institution for the deaf of his district. His guardian brought certificates from physicians that George was almost deaf, could only speak a few words after other persons, was fairly intelligent, and that his physical development

had been very much retarded. The boy, who was unusually small, had learned to walk only when four years old. From the certificate of the clergyman of his village, his entire stock of words consisted of "papa" and "mama." He was six years old when admitted to the institution. Here an examination showed that he was completely deaf in one ear. His "intelligence" manifested itself during the first months at the institution only by a monkey-like celerity with which he climbed up tables and wardrobes, and even on the shoulder of the teacher, where he sat and made faces like a monkey. These were probably reminiscences from his former life. His father, who was dead when the boy entered the institution, had as a tradesman frequently attended fairs and taken his boy along. It seemed strange that George, who evidently possessed more remnants of hearing than any other pupil of the institution, did not utter any other words but "papa" and "mama"; but these words sounded metallic, pure, and clear, just as hearing persons would pronounce them. By his foreign appearance the little dark haired dwarf formed a strong contrast to the other tall, light haired, and blue eyed pupils; as well as by his wonderfully beautiful eyes in the old face.

Soon, however, the interest in him increased very considerably. The annual fair was held in town. On the street in front of the institution a hand organ played the tune of "Pretty Bertha," which was then all the rage. George listened eagerly, and when the organ played the tune a second time, he at once fell in, in the exact key and rythm of the organ, singing not words but sounds, clearly the second line of "Pretty Bertha." A "song without words" but so correct in every respect that a musical director would have been pleased with it; and this in an institution for the deaf! George soon followed up this tune by others, always with a humming sound for the syllables on which no accent was laid, and distinct clear pronunciation of the vowels in the accented syllables. During the vacation I took George to the piano, played several tunes, and let him put the ear which still possessed some remnants of hearing close to the side of the piano. When I had played one verse of a tune and began to play the second verse, George who had followed the sounds with evident delight, fell in by himself, sang the first verse clear and beautiful, and even when I no longer played the accompaniment, sang it without making the slightest mistake. A pressure of work prevented me from regularly continuing these musical exercises. Not long after his promotion to the first class, the institution made an excursion to a forest several miles distant. When returning by railroad in the evening, George happened to sit in the same compartment with me; he pulled out a mouth organ, which some one had

recently presented to him. During the vacation another boy had frequently held the mouth organ close to George's ear and played on it. Now George played a number of tunes for us, amongst the rest "The Watch on the Rhine," all wonderfully pure and clear, and so absolutely correct that hardly one of us hearing persons could have done it better. George, however, was not entirely satisfied with his performance. The mouth organ was a cheap one, bought at a fair; and he quickly found out its defects, and said: "I cannot help it! Mouth organ often says brrr!" Strange to say, George was rather slow in acquiring speech, but quickly formed for himself a sign-language, or imitated the signs made by other pupils. When remonstrated with relative to his too frequent use of signs, he replied: "I *can* speak, but when I speak fast, the other children cannot understand me. Signs better! goes quicker!" It is entirely due to the persistent efforts of the articulation teacher that George made fair progress in speech. But, to this day, signs are his favorite means of communication.

From the observations made with him, we have gathered the following results: 1. George always perceives musical *tones* easier and at a greater distance than mere *sounds*. 2. As regards retaining musical sounds, he is best at retaining whole tunes. 3. Until the psychic hearing was added to the physical hearing, the capacity for learning words left much to be desired, but gradually became stronger, whilst the association of words spoken and words written has not been strongly developed. 4. George shows creative ability only as regards signs, in which direction he shows more inventive genius than other deaf children. This is all the more strange, as George at this writing (autumn of 1904) is able to express himself by speech just as well as a child possessed of all its senses. Much in the mental life of this decidedly abnormal child is still a mystery; but psychology offers some hints towards its solution. George is evidently a musical genius, possessing innate talent for the world of melodies; whilst this preponderance in early youth at least has retarded his acquiring of speech.—[O. Danger in Die Kinderfehler.]

DIVINE SERVICES FOR THE DEAF HELD IN CANTON BERNE, SWITZERLAND, IN 1904.

Early in January Rev. Mr. Sutermeister, the faithful and efficient preacher for the deaf, was taken seriously ill, and could not attend to his duties till March 20th. Able substitutes, however, were found, and only one or two services had to be omitted.

Of the 50 services which had been scheduled for the year 1904, 39 had been held when this report went to press, in different places of the Canton. These services were attended by 973 deaf. Some time previous to the service special invitations were issued to all the deaf of the district. The percentage of those who attended compared with the number invited varied in the different places from 93% to 12%; the average for the third quarter was 62.6%. The number of hearing persons who attended these services has somewhat decreased, but nevertheless reached 922. The number of preaching places was 19. Rev. Mr. Sutermeister and his wife, who as a rule accompanied him on his travels, after the service frequently held meetings of a freer character, where it became possible to attend to the spiritual needs of the individuals; and paid pastoral visits in the homes of the deaf. On the whole it must be said that the deaf of the Canton show a constantly increasing interest in these services, and in many ways show their appreciation of Rev. Mr. Sutermeister's work. A little deaf girl of a very poor family insisted on making him a present of a handful of pears from her little garden. An old deaf woman, upwards of 80 years of age, who had broken her leg, was taken to church—many miles away—on a push cart, by her grandchildren. When, at one preaching place the minister shortened his discourse, on account of the excessive heat, several of the deaf who attended the service found a great deal of fault with him for not giving them the usual lengthy discourse. In another place some of the hearers could not get over it that one of their number—who had marched a considerable distance that morning—went to sleep during the service; they considered it a disgrace to their entire party. Thus there are many different indications of the interest taken by the deaf in these services; and the question is under discussion to extend them to other Cantons of Switzerland.—[Deutsche Taubstummen-Korrespondenz.]

A VERSATILE TEACHER.

Per Aron Borg, the founder of the first Swedish Institution for the Deaf (at Manilla, near Stockholm,) had an almost invaluable assistant in a man by the name of Carl Modéer. No one knows where he was born; we first hear of him as a lieutenant in the war with Russia (1808-1809). Soon after his return from the war, he became a teacher in Borg's School, and taught successfully: penmanship, drawing, fencing, gymnastics, dancing. But these were not his only accomplishments; he could build houses,

make pumps, arrange fireworks, etc. This was just the kind of man Borg wanted. Modéer was, so to speak, the hand which executed the plans which Borg, the head, had thought out. In 1812, Modéer became a teacher of the deaf in religion, Swedish, arithmetic, etc., and took up his residence at Manilla. The buildings of the institution were old-fashioned, small, and not at all suited for their purpose. Modéer immediately set to work, and with his own hand, aided by the deaf pupils, erected new and better buildings, even a barn, stable, and smithy, and a fire-engine house. In the year 1814, the work was complete, and the beautiful appearance of the buildings and their practical arrangements were universally admired. When all this had been done, Modéer, planted a park, and flower and kitchen garden round the institution. Here he arranged on summer evenings beautiful fireworks, which were attended by a large number of people from the neighboring city of Stockholm, of whom he took an entrance fee. All the money he made in this way he turned over to the institution. A few years ago visitors were shown an old gnarled apple tree which Modéer had planted. In 1820 he left the institution, and no one knows what became of him, or where he died. He came and went like a comet.—[Smaablade for Dövstumme.]

LIFE OF FRIEDRICH MORITZ HILL, THE REFORMER OF INSTRUCTION OF THE DEAF IN GERMANY.

On the 8th of December, 1905, it will be one hundred years that Hill was born at Reichenbach, near Breslau, in the Prussian Province of Silesia. It is the intention, if possible, to unveil at Weissenfels, the principal sphere of his activity, a monument in his honor; and, with the view to suitably prepare the German public for this event, Mr. E. Reuschert, a teacher of the deaf, has written a life of Hill. It is a handsome volume of 185 pages, embellished by an engraving showing the proposed monument, a bust on a high pedestal. We have no hesitation in stating that we consider it a classical work, a full description of his life work in various places, showing him to be the pioneer of deaf-mute instruction in Germany, and the founder of a new system, the salient points of which are given in the work. We also gain therefrom an idea of Hill's literary activity, by which he distinguished himself as much as by his teaching. This work deserves to be read by all persons interested in the education of the deaf; and we cannot recommend it too highly to those of our readers who are familiar with the German language.

COMPULSORY EDUCATION OF DEAF CHILDREN.

A special committee of the Prussian Association of teachers of the deaf has, under date of January 18th, 1905, addressed the following memorial to the Minister of Public Instruction:

"According to the reports in the daily papers your Excellency has in the session of the Prussian legislature of March 14th, stated that in the autumn of the present year the legislature would assemble for the special purpose of discussing a public school law.

"The Prussian teachers of the deaf expect that by the new law the hopes entertained by them for so many years will at last be realized, viz.: compulsory education of deaf children.

"The expectation raised by the school law of July 2, 1900, to secure a regular education for deaf children has not been fulfilled. Only by making attendance at school absolutely compulsory, we shall succeed in preventing unscrupulous parents from withholding the blessings of education from their children. The draft of the school law of 1890 made the school age of deaf children begin with the 8th year, and the draft of the school law of 1902, made schooling end with the 16th year. We would ask that, from instructional and educational reasons, attendance at school be made compulsory from the completed 7th year till the completed 15th year, as is the case in the majority of the Provincial institutions for the deaf. At the present time Prussia possesses 45 well organized institutions for the deaf, which number will be sufficient to accommodate all deaf children of school age, especially if the smaller institutions are suitably enlarged.—[Blätter für Taubstummenbildung.]

SCANDINAVIAN ASSOCIATION FOR THE DEAF.

Each of the Scandinavian countries has one or more associations for the deaf; but so far there has not been any association embracing all these countries. There is now, however, some prospect that this object may be reached. In Finland, Mr. John Sundberg, Secretary of the Helsingfors Association for the deaf, has requested the editor of the Smaablade at Copenhagen to open a discussion relative to the feasibility of founding a Scandinavian Association for the Deaf of Finland, Sweden, Norway, and Denmark. The idea is to hold meetings every third year, alternately in one of the four countries, where the common needs of the education of the deaf shall be discussed. As one of the first

subjects for discussion Mr. Sundberg proposes courses for adult deaf, or a high school for the deaf. The editor of Smaablade recommends the subject to the consideration of his readers, both hearing and deaf; and in one of the future numbers some account of the result will probably be given.—[Smaablade for Dövstumme.]

DEAF OF FOREIGN LANDS.

According to statistics compiled by the Volta Bureau for the World's Fair at St. Louis, there are at present 615 schools for the deaf in the world. These schools have an attendance of 38,854 pupils and employ 4,839 teachers. They are distributed as follows:

Africa—seven schools with sixteen teachers and 127 pupils. Australia—ten schools with seventy teachers, 669 pupils. Asia—six schools with twenty-three teachers and 116 pupils. Europe—450 schools with 3,207 teachers and 25,933 pupils. North America—135 schools with 1,489 teachers and 11,760 pupils. South America—7 schools with thirty-four teachers and 229 pupils.

Of these 615 schools, 134 are public and 87 are private boarding schools; 144 are public and nineteen are private day schools; while fifty-six public and thirty-four private schools have both day and boarding pupils. Of these 38,854 pupils, 21,858 are taught exclusively by the pure oral method and 10,718 are taught by the Combined system, while there is no record concerning methods used with the remaining 6,278.—California News.

BOOKS, PERIODICALS, AND REPORTS.

ANNUAL REPORT of the Pennsylvania Institution for the Deaf and Dumb for the year 1903-1904.

The President, Mr. Emlin Hutchinson, reports 507 pupils in attendance, and that they were maintained at an average cost of $285.47. As the State's appropriation is at the rate of $260 per capita, a deficiency was created which gives force to the request that the per capita rate be increased. The tabular listing of the pupils shows that besides Pennsylvania, pupils hail from the following states: California, 1; Delaware, 3; Florida, 1; Georgia, 1; Indiana, 1; Washington, 1; and Indian Territory, 1; also one each from the Bahamas, Mexico, and Porto Rico. Superintendent A. L. E. Crouter, referring to the methods of the school, says:

"In the Intellectual Department substantially the same methods of instruction were pursued as in previous years. Speech and speech-reading were relied on for all purposes of instruction and communication with the great majority of our pupils, a small number, less than seven per cent. of the total attendance, being instructed by means of the manual alphabet and writing. This has become the settled policy of the school as to methods of instruction and therefore little change is to be expected from year to year."

ANNUAL REPORT of the Institution for Improved Instruction, Lexington Ave., New York City. 1904.

The President of the Board, Mr. Charles M. Hough, reports that with 210 pupils on the rolls, the building is absolutely full, and with due regard to sanitary arrangements and comfort the limit of its capacity has been reached. Speaking of the practice of this school of continuing school work during the summer months, Mr. Hough says: "During the summer of 1903 we retained a small staff of teachers and a sufficient number of supervisors and servants to care for all those children whose parents did not prefer or who were not able to give them home life during July and August."

The Principal, Mr. E. A. Gruver, referring to the investigation conducted two years ago by state and city authorities of the affairs and management of the school, says that the affairs of the Institution have

resumed their normal condition and no serious ill-effects of the investigation are evident. Speaking of the work of the intellectual department, he says:

"In this department no changes were recommended as a result of the examination, and consequently the educational work remains as originally established, not a single objection being raised as to its efficiency. The oral method of instruction as employed in former years continues to be the educational policy of the institution. Good work was done during the year and substantial progress made. With further experience and more careful application, and a more systematic arrangement of proper oral methods such as speech, speech-reading, writing, picture and object work, reading and a judicious use of good textbooks, we hope to be able in the future to do more and better work than we have done in the past. The oral education of the deaf is rapidly increasing, and scarcely a school in the United States today does not number among its pupils a class of orally taught deaf children of which the school is proud."

BIENNIAL REPORT of the Florida School for the Blind, Deaf and Dumb. 1904.

The Superintendent, Mr. William B. Hare, reports an enrollment of 66 deaf and 27 blind pupils. There are practically four schools under his supervision: a school for the white deaf, another for the colored deaf, one for the white blind, and another for the colored blind. The buildings are all frame and are crowded together on a five acre tract. Attention is directed to these conditions and a plea is made for a new location and new buildings. Especial stress is laid on the need of complete separation of the races. Upon the subject of methods with the deaf the Superintendent says:

"In the deaf work, we report no radical change as to methods. We are still classed as using the Combined system, adopted very generally in all the State Schools. However, during the past two years, there has been an increased effort to pay more attention to speech and lip-reading, and as far as practical to banish the use of the *conventional signs* from the class-rooms, and use the manual alphabet. Three of our teachers are oral teachers, but only two find it practicable to use the oral method with their classes. We have also tried to some extent the rotation of pupils, in order that a larger number might receive at least some instruction in speech and lip-reading. Under the Combined system there is no objection to any method that promises good results. The only question yet unsettled is, what is the best method for all the deaf, or rather, can any *one* method be adopted for *all* pupils? This battle of methods goes on. Against the proposition that any one method or system is practicable, stand Dr. E. M. Gallaudet, the president of Gallaudet College, and many others, who believe there is a place for all methods, including finger-spelling and signs. In favor of the purely oral are Dr. A. G. Bell, Prof. F.

W. Booth, and others, who point with satisfaction to results accomplished at Northampton, Mass., Mt. Airy, Pa., and to the German schools."

BIENNIAL REPORT of the North Carolina School for the Deaf and Dumb, at Morganton. 1904.

The Superintendent, Mr. E. McK. Goodwin, reports an enrollment the present session of 241 pupils. He states that there are probably 150 children strictly eligible not in school, and urges the need of a compulsory attendance law. The school is a Combined school, but it has an Oral department with a Principal in charge, and conducts the work of instruction in the department upon purely oral lines. In her report the Principal, Mrs. Anna C. Hurd, speaks of her department work as follows:

"When one notes the increase in numbers and the progress of pupils taught by the oral method all over the country in schools for the deaf, we are glad that we, in North Carolina, are not distanced in this respect.

"There can be no question by the careful student of this subject, but that we are pursuing the right course to educate all deaf children possible through this method. This is the test to be applied: Can we educate advantageously? Not can we give perfect speech and ability to read perfectly the speech of others, but can we give that which is sufficient for the education of the child to be carried on profitably by this method? We can, and do, as results show with two-thirds of the deaf pupils who enter this school.

"What can we do to improve the speech and speech-reading of our deaf pupils? Give them every opportunity to practice, using their speech and to read speech at home and in school. This is the great need of the oral pupils—opportunity and encouragement to use speech outside of the school-room."

MANUAL for Classes in Shoemaking, used in the Pennsylvania Institution for the Deaf and Dumb. 1905.

This is one of the little hand-books issued by the Mt. Airy, Philadelphia, school for the Deaf for the instruction of its industrial classes. It was prepared under the direction of the Principal of the Industrial Department and contains definitions of tools and materials, of machines and their parts, of different styles and makes of shoes, of technical terms relating to the trade, directions for taking the measure of a shoe, form for an order book, descriptions of the processes of making and finishing by hand and by machine, a catechism of questions and answers, and several pages of sentences illustrating language pertaining to the trade. At the close of the booklet is a page on which are pasted small samples of the leathers and linings used in a shoe. It is a practical work and we feel sure will meet a great need.

ANNUAL REPORT of the New England Industrial School, at Beverly, Mass. 1904.

The Principal, Miss Martha Oakley Bockee, reports an attendance of 27 pupils. She expects to introduce sloyd work and speaks hopefully of it. Speaking of methods she says: "Greater attention will be given to the speech and lip-reading classes. The teachers, officers, and employees are urged at all times to speak or use finger spelling in communicating with the children."

A LIFE OF CHRIST for Children, by Florence Baillie Fitzpatrick. The Westminster Press, Philadelphia. 1905.

This little book of 170 pages is composed of lessons prepared for the Sunday School classes of B grade pupils in the Advanced Department of the Mt. Airy, Philadelphia, school for the Deaf, where the author is a teacher. It is intended as a companion volume to the Old Testament Stories, by the same pen, issued from the press of the Mt. Airy school some time ago, and which was written for pupils of the next lower grade. It presents the life of Christ in simple narrative form, interspersed with explanatory passages and with comments that impress upon the mind of the child the lessons conveyed by the events in the earthly life of the Son of God and by his teachings. While originally prepared for the Deaf, it is equally well adapted, for reading or study, to the requirements of hearing children. It is printed in large, clear type on heavy paper and is illustrated by photo-engravings of famous paintings. The price is fifty cents.

Review of Deaf-mute Education in Russia, by A. C. Hörschelmann, Director of the Institution for the Deaf, Fennern.

Russia proper:

a.	St. Petersburg:			
	1. Imperial Government Institution.....	22 teachers	138	pupils
	2. St. Mary's School.....	14 "	100	"
	3. Girls' Infant School	2 "	15	"
b.	Moscow:			
	4. Arnold's Institution.....	20 "	158	"
	5. H. Wosdwishensky's Institution.....	2 "	12	"
c.	in Capitals of Departments:			
	6. Astrachan	2 "	20	"
	7. Kazan	4 "	41	"
	8. Kiew	1 "	12	"
	9. Charkow	5 "	51	"
	10. Minsk	2 "	10	"
	11. Odessa	1 "	10	"
	12. Tschernigow	1 "	12	"
	13. Tula	1 "	10	"

14.	Ufa	1	"	8	"
15.	Warsaw	15	"	170	"
16.	Witebsh	1	"	10	"
17.	Nowo-Tscherkask	?	"	48	"
18.	Maximowitschi	4	"	29	"
19.	Wiasniki	4	"	32	"
20.	Nemda	1	"	12	"
21.	Lochwitz	1	"	6	"
22.	Tiflis	1	"	14	"
	Total: 22 institutions	105	teachers	926	pupils

Of these institutions, 10 follow the purely speech method, 9 the mixed method, and 3 the purely mimic method. There are two journals published in the Russian language, devoted to the education of the deaf, viz., the "Listok" and the "Wjestnik." All the above institutions are Greek-Catholic.

The Protestant institutions in the Baltic Provinces and Finland, are as follows:

a. Baltic Provinces:

1.	Riga	6	teachers	54	pupils
2.	Fennern	10	"	67	"
3.	Carolinenhof near Mitau	11	"	75	"
4.	Weidenhohe near Wolmar	4	"	39	"
5.	Pyha	1	"	10	"
6.	Polwe	2	"	20	"
	Total: 6 institutions	34	teachers	265	pupils

b. Finland:

1.	Abo	12	teachers	92	pupils
2.	Kuopia	12	"	96	"
3.	Jakobstadt	5	"	35	"
4.	Borga	6	"	45	"
5.	St. Michel	9	"	74	"
6.	Jyonskyla	7	"	90	"
7.	Uleaborg	4	"	22	"
8.	Kurikkha	2	"	14	"

NEW MEMBERS.

The following named persons have been elected to membership in the American Association to Promote the Teaching of Speech to the Deaf by vote of the Board of Directors. The list includes those elected since the last report:

Alcorn, Ada G., Hustonville, Kentucky.
Anderson, Mrs. J. Scott, 947 St. Nicholas Ave., New York, N. Y.
Arbaugh, Laura L., School for the Deaf, Council Bluffs, Iowa.
Ashnefeldt, Elizabeth A., School for the Deaf, Grand Rapids, Mich.
Austin, Ida M., 714 Thayer St., Flint, Mich.
Ayers, Emilia Augusta, Institution for the Blind, Overbrook, Penn.
Baker, Dr. A. R., 605 New England Bld'g, Cleveland, Ohio.
Barron, Mary Grey, School for the Deaf, Devils Lake, N. D.
Brown, Gertrude, School for the Deaf, Fulton, Mo.
Brown, Grace T., 98 No. Pine Ave., Albany, N. Y.
Bruce, Lula May, 463 West Lexington Ave., Danville, Ky.
Calahan, Harriet L., 215 Cumberland St., Brooklyn, N. Y.
Carver, Leora, 28 Downey Ave., Indianapolis, Ind.
Cotton, Minnie Lee, School for the Deaf, Cedar Spring, S. C.
Dafoe, Mrs. Mattie G., Tecumsea, Neb.
D'Estrella, T. H., School for the Deaf, Berkeley, Cal.
De Land, Fred, Lock Box 390, Pittsburgh, Penn.
Desai, Pranshinkar Lallubhai, Golvad, Khadia, Ahmedabad, Bombay, India.
De Motte, Dr. W. H., 242 Walcott St., Indianapolis, Ind.
De Vries, J. G., School for the Deaf, Groningen, Holland.
Dorsey, Alice A., 245 W. Third St., Marysville, Ky.
Douglass, Anna L., School for the Deaf, St. Augustine, Fla.
Dutch, Mary A., 2428 Dwight Way, Berkeley, Cal.
Enko, P., Imperial Inst. for the Deaf, Garochowaji, St. Petersburg, Russia.
Fairbank, Marion E., 1301 Mound Ave., Jacksonville, Ill.
Fehmers, A. F., Institution for the Deaf, Rotterdam, Holland.
Fernald, Helen A., Horace Mann School, Boston, Mass.
Flagg, Helen J., West Hartford, Conn.
Harmeyer, Anna, 104 East University Ave., Cincinnati, Ohio.
Hazzard, Eva, School for the Deaf, Boulder, Montana.
Hodges, Frank, Olathe, Kansas.

Hurley, Margaret, School for the Deaf, Wausau, Wis.
Irish, Elizabeth H.. School for the Deaf, 904 Cass St., La Crosse, Wis.
Jenkins, Mrs. Weston, Talladega, Ala.
Kiely, H., 858 Park Place, Brooklyn, N. Y.
La Rue, Ida, School for the Deaf, Mt. Airy, Philadelphia, Pa.
La Rue, Sallie J., School for the Deaf, Staunton, Va.
Lehman, Arthur, 16 William St., N. Y. City.
Lyne, Mary M., School for the Deaf, Ogden, Utah.
Macy, John Albert, care of Youth's Companion, Boston, Mass.
McBride, Sara, 716 High St., Bellingham, Washington.
McClelland, Frances, Mt. Airy, Philadelphia, Pa.
Moerder, Gen. J., Baskow, puri 35, St. Petersburg, Russia.
Moore, Sidney M., 67 Carrera St., St. Augustine, Fla.
Morgenthau, Dr. George, 34 Washington St., Chicago, Ill.
Moss, Mrs. Arline B. Nichols, 820 Academy Ave., St. Louis, Mo.
Muller, Martin, Elyria, Ohio.
Murphy, K. Whitley, School for the Deaf, Staunton, Va.
Nixon, Bertha M., Hiram College, Hiram, Ohio.
Owen, Helen H., 610 E. Broadway, Streator, Ill.
Richardson, Mrs. Mary D., Bethel, Maine.
Riggs, Miss K. T., School for the Deaf, Danville, Ky.
Rogers, Amy R., Lovington, Va.
Ruckley, Maude, School for the Deaf, Winnipeg, Manitoba.
Sanford, Harriet I., 386 Third St., Manistee, Mich.
Shirley, Edna, School for the Deaf, Rome, N. Y.
Silver, Ethel B., 5107 Pulaski Ave., Germantown, Pa.
Smedley, Anna P., Care of Mrs. Hoge, Blacksburg, Va.
Smith, Florence W., Falkland, Pitt Co., N. C.
Stodghill, Mathilda E., 218 Third St., Danville, Ky.
Senter, Augusta, 494 Kensington Place, Pasadena, Cal.
Tansley, Dr. J. Oscroft, 28 West 43rd St., New York City.
Taylor, Mrs. Alfred Blake, Sangatuck, Mich.
Thompson, Mary S., Bell School for the Deaf, 23 W. 44th St., N. Y. City.
Wheelman, Mabel P., 17 Maple Ave., Newton, Mass.
Willhoyte, Fairrie L., 224 W. Walnut St., Danville, Ky.
Whipple, N. F., 760 Tenth St., Oakland, Cal.
Williams, Fanny, 406 East Erie St., Chicago, Ill.
Wood, Elizabeth, Briggs, Va.
Wright, Frank R., Rowena, South Dakota.
Zane, Mary S., School for the Deaf, Belmont and Monument Aves., Philadelphia, Pa.

DEPARTMENT OF SPECIAL EDUCATION OF THE NATIONAL EDUCATIONAL ASSOCIATION—REPORT OF THE PROCEEDINGS.

First Session.—Wednesday, July 5, 1905.

The Department of Special Education of the National Educational Association convened in the Asbury Park Auditorium, Asbury Park, N. J., on Wednesday morning, July 5th, at 9.30 o'clock.

Although there were many other meetings in various parts of the city, the hour set for the opening of the Department meeting showed a large audience in attendance. Miss Margaret Bancroft, Principal of the Bancroft-Cox Training School, Haddonfield, N. J., and President of the Department, presided.

The proceedings opened with an address by the President, who, as preliminary to her paper, expressed her appreciation of the interest shown by the large assemblage of teachers and others who had come, many at a cost of much time and effort, to this meeting for the sake of looking more deeply into the problems of the education and training of defective children. The address which followed dealt with some experiments with children which had been successfully carried on in the Haddonfield School. The Exhibit of work, both scholastic and in the manual arts, done in Miss Bancroft's School added much to the interest and profit of the meeting.

The President's address was followed by a paper by Dr. J. H. McKee of Philadelphia, who is a member of the medical staff of the Bancroft-Cox School. The paper was on "The Physical Betterment of the Mentally Deficient." It will be published entire in the official report of the Association, and it should be read by all interested in this line of work.

The next paper was by Dr. Mary E. Poque, physician in charge of Oakleigh Sanitarium for nervous diseases in children, Lake Geneva, Wis., on the subject, "Concerning our Limitations

in Educating Mentally Deficient Children." The paper was both scientific and logical, and it was to be regretted that there was no time for its discussion.

The President here announced the following committees: on nominations—F. W. Booth, Cornelia Bingham, Mary H. Carroll; on resolutions—Mary T. McCowen, S. M. Green.

Miss Alice B. Fellows, Director of the Day School for the Blind, Milwaukee, Wis., next presented a group of little blind children. She illustrated with the children the actual class methods used in their instruction, and in addition to this the children gave, with excellent expression, a number of songs and recitations.

Miss Anna C. Reinhardt of Philadelphia followed with a very interesting description of the manner of instruction pursued and of the progress made in the case of a young deaf child in his own home. This paper we are glad to say is to receive publication in full in a future number of the ASSOCIATION REVIEW.

Mr. E. R. Johnstone, Superintendent of the State Training School for the Feeble-minded, Vineland, N. J., next gave a paper on the function and scope of the schools for feeble-minded children, which presented many helpful and suggestive points.

SECOND SESSION.—Thursday, July 6, 1905.

The Department convened at 9:30 o' clock on Thursday morning, July 6, the President, Miss Bancroft, in the chair. The audience was again large, there being fully three hundred in attendance, the greater part of them teachers, physicians, and specialists who had been attracted by the morning's programme.

The first paper offered was by Dr. Weston D. Bailey, of Philadelphia, on "Cerebral Localization." While the subject was highly scientific, it was treated in a manner and with a clearness that made it of absorbing interest to the great body of those present. Teachers especially, who have to do with cases of defective speech, should read the full paper in the official report of the Association.

A class of interesting children from the Home for Deaf Children before they are of School Age, at Bala, Philadelphia, was next exhibited by their teacher, Miss Mary S. Zane.

Miss Mary R. Campbell, of the Chicago Hospital School for Nervous Children, followed with "Extracts from a Report on a Recent Investigation in Sociology," giving much information of importance.

In response to a request from several who had been present the day before, Miss Fellows' class of blind children repeated several exercises. An impersonation rendered by two little girls was received with especial favor, giving evidence as it did that the children were very susceptible to the dramatic in voice and gesture.

The next subject, "All Disease is Crime," brought forth more discussion on the part of those to whom the subject had been assigned than any other on the programme. A paper on the subject was presented by Mr. Arthur Linsley, of Philadelphia, which was discussed by Dr. E. G. Brown, of New York City, and Prof. A. J. Winnie, of Racine, Wis. A transposition in the wording of the subject by one of the speakers, to make it read, "All Crime is Disease," broadened the discussion somewhat and added interest to it.

Following a short recess, the report of the committee on nominations for officers for the ensuing year was presented. Those named were—for President, Anna E. Schaffer of Wisconsin; Vice-President, S. M. Green of Missouri; Secretary. R. E. Johnstone of New Jersey. Upon vote the persons named were declared duly elected.

The committee on resolutions next reported through the the chairman, Miss McCowen.

Dr. Michael Anagnos, of the Perkins Institution for the Blind, Boston, was then introduced. Dr. Anagnos paid a beautiful tribute to the memory of Dr. Frederick D. Morrison, late of the Maryland School for the Blind at Baltimore. Mr. Wm. B. Wait, of the New York Institution for the Blind, followed with touching and appropriate expression of regard for his departed associate in the work.

Owing to the lateness of the hour, it was deecided to omit the "Round Table" Discussion, which was a matter of much regret.

After the formal introduction of officers by the President,

and a short closing address in which Miss Bancroft voiced the the opinion of those present to the effect that the meeting had been one of much interest and profit, the session was adjourned.

The material exhibits of the McCowen Oral School, Chicago, and of the Pennsylvania Institution for the Blind, Overbrook, the former consisting of drawing, composition work, and rafia basket-work, and the latter of appliances used in the education of the blind, with writing, stereotyping, and printing machinery in operation, attracted much attention.

SECRETARY.

THE SEVENTEENTH CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF.

The Seventeenth Convention of American Instructors of the Deaf, held the past summer at Morganton, N. C., was, we feel safe in saying, the most successful, as it will prove the most enduringly profitable, of all the Conventions that have been held. It was, in the first place, marked by almost perfect harmony throughout its proceedings, and this in itself augurs well for the future of the work of educating deaf children in this country. In the second place, the Convention was a working body from start to finish, and eminently practical in its work on lines that made for interest and real profit to the great body of working teachers in attendance. Even the weather—execrable from the viewpoint of physical comfort and pleasure—seemed to conspire to make the Convention the greater success in its chief purposes and accomplishments, for the rains were most effective in keeping the members together in a body and bringing them to prompt and constant attendance upon all sessions.

It is not our purpose to give a detailed report of the proceedings of the Convention. The full official report will no doubt be issued soon from the hands of the Secretaries, and all wishing it can receive a copy upon request and at small cost. However, it may be said in passing that the papers read were severally and as a whole of an unusually scholarly character and of high grade in their practical and suggestive qualities; and they will serve well, each in its share, in contributing to bring the various prob-

lems of our pedagogy treated of in them a step nearer to their solution.

But the feature of the Convention that possessed greatest interest, and that will be remembered and be effective of its lessons long after impressions of papers and discussions have been effaced, was the daily teaching and recitation work conducted with classes of the Morganton school retained for the occasion. It was, for the time, real school brought before the Convention, doing real school work, representative in its matter, its methods, and its spirit, of work done daily throughout the term and the course by the Morganton school. It was an unusual thing to do and few schools would care to do it, fewer possibly would be able to do it satisfactorily, hence the greater interest in it and the greater value of it for the practical lessons that it carried and enforced.

The first hour of the programme each day was thus given to "keeping school," and in this time regular school work was carried on before the assembled members, each class being in charge of its accustomed teacher who gave instruction in manner and in matter as it might have been given in the schoolroom on any school day in the year. It will be understood that the work was in no sense a rehearsal of drilled exercises, a mere exhibition, such as any school can prepare and present, but which, given before a Convention of teachers, would have been wholly lacking in elements either of interest or profit. At it was, the work was at every stage of absorbing interest to the members, and their constant attendance upon it and close attention to it were silent attestation of their acceptance of it in its purported character.

The classes were all oral and included some twenty-six pupils representing primary, intermediate, and advanced grades in the school. Twenty-two of the pupils were congenitally deaf, or deaf before speech was acquired, two however being semi-deaf; three were semi-mute; and one was semi-deaf and semi-mute. Space does not permit more than the briefest review of this work as it was presented in its several stages, but this at least should be given to be suggestive to our readers of what was seen and heard.

The work of the first day was primary, exemplified first with first year pupils in exercises with elements, words, and sentences, spoken and written, with articulation and lip-reading practice; second, with third year pupils, advanced to question forms, both teacher and pupils asking questions and answering them, and the pupils using them in changing direct discourse to indirect, developing thus the asked, said, and told forms. There was little or no hesitation on the part of the children in using these latter difficult forms in repeating in the properly changed form anything said or asked by the teacher, or by the children one of another, or by persons in the audience.

The second day's work was with the classes of intermediate grade with pupils having completed their fifth and sixth years. The first class, asked to use certain words in sentences, as "would rather," "instead of," "if possible," etc., did so with greater or less readiness and correctness. Then words or phrases, new to the class, were introduced to be taught, as "out of sight," "for the lack of," etc. In teaching one of these expressions, the teacher used it in illustrative narration and single sentences, once, twice, three times, or until the pupils, having caught the meaning of the expression from the context in the several sentences spoken by the teacher, were able to take it and use it properly in a sentence of their own making. Thus, one of the pupils, congenitally deaf, using the expression "out of sight" for the first time, gave the following sentence: "Last summer, when my sister and I wanted to go to wade in the water, my mother would not let us go because she was afraid we would get out of sight." While this sentence is lacking perhaps in clearness, it leaves one at least in no doubt that the pupil uttering it had grasped the meaning of the newly taught phrase. The second intermediate grade was next presented, and with it was shown how reading is taught. With books in the hands of pupils and teacher and opened to a fresh story, the teacher began reading aloud, the pupils following with eyes alternately on the print and the teacher's face. As new words or constructions were met, due explanations were made by the teacher and the reading thus proceeded to the end of the story. Questions followed, showing in the answers by the pupils that they had caught the

thought and the spirit of the narrative. One of the pupils, a congenital, meanwhile wrote the story in good language on the large slate.

The school hour of the final day was given to advanced grade work. There were seven pupils in the class, five of them congenitally deaf and the remainder deaf after having acquired more or less speech. One of the congenitals, a girl, had some hearing, enough to recognize a few very familiar words spoken close to the ear. The school age of the pupils ranged from eight to ten years. The first period of the hour was given to a lip-reading exercise in which a paragraph in the National Geographic Magazine descriptive of the country of Bulgaria in Europe, was read by the teacher, sentence by sentence, to the class. As the reading proceeded, any sentence or expression not understood the first time was repeated, once or twice if necessary, and explanations needed were injected. Words that were new, or obscure on the lips, proper names with the rest, were spelled by the teacher, as for example, B-u-l-g-a-r-i-a. This oral spelling was effective at all points of difficulty, for the pupils read it on the lips with readiness. The narration finished, two of the pupils, congenitally and totally deaf, were asked to write out in their own language the substance of it on the large slates, which they did, making but one or two errors that a teacher would have marked, their language being singularly free and quite unlike the original text. While this writing was proceeding, the teacher busied himself and the remaining pupils with questions and answers well covering the various points in the narrative. This exercise was followed in the second period of the hour, with some change of pupils, by an Arithmetic lesson. The teacher began with rapid mental work involving additions and subtractions, several in succession, the pupils following and announcing answers instantly at the end. Practical problems involving various processes were then given from the lips and solved mentally. Examples in percentage and interest were also given orally and solved mentally, but some, the more difficult, on the large slates. Asked to do so, a pupil wrote a promissory note on the slate. Someone in the audience, noticing that the note as written was not negotiable, called attention to it and asked the teacher if the

pupil would be able to make it so. The teacher turning to the pupil said, "Your note is not negotiable. Can you make it negotiable?" The pupil at once returned to the slate and inserted in proper place after the payee's name the words "or order."

This recitation concluded the presentation of school work. Reviewing it as a whole, it is little enough to say that it was, from every point of view and by every test, decidedly superior work, work that any school might well be proud to claim as its own. Though the majority of those present were oral teachers, testimony came to us from many—teachers by both oral and manual methods—that to them the work throughout, in its character and results, was a distinct revelation of the possibilities of oral teaching, and not a few expressed themselves as ready to concede the entire adequacy of the oral method—when favorably conditioned and properly applied—for the production of the highest and best educational results. One teacher, a manual teacher by the way, perhaps gave voice to the thought of many when he whispered to the writer, at the close of one of the class recitations: "This is splendid work. I never saw better. I have always been a manual teacher and our school is manual in greater part, but my eyes have been opened. My opinion has changed greatly since seeing this work. I don't think you are making any extravagant claims for this oral method."

The chapel service recital, given by all the pupils except the youngest, in a body, should be spoken of, for it was a feature also of the Convention, and as interesting as it was impressive. A teacher leading and keeping them together, the pupils gave in perfect concert and with surprising distinctness, familiar hymns, a Psalm, the Apostles' creed, the Lord's prayer, etc. The discussion following this exhibition was somewhat warm, and revealed decided difference of opinion as to the relative effectiveness of an oral chapel service and a sign-language service in the spiritual instruction and development of deaf children. It is probably the case of theories going afar in opposite directions, only to find the results, the fruits of those theories, exactly the same—as seen in the lives of the good men and women .graduated from our schools. At any rate, the practicability and fitness of an oral chapel service for orally taught children had been well

illustrated and fully attested in the morning exercises, and it argued for itself far more strongly and effectively than any advocate did or could do. The impression produced generally by the service was indicated probably in the expression, after the adjournment of the session, of one Superintendent who said: "It has been a revelation to me"; and the effect that it will have was likewise indicated in the expression of another in the same spirit, who said: "I was much interested; I am going to introduce that chapel service into my own school."

It is given to few Conventions to be epoch markers in history, but it may easily be believed that this one will be of the few. There were to be sure no resolutions passed, nor was there any important action taken, but there was work done, there were standards of work established, there was a spirit of emulation aroused, that count, and will count, inevitably and for all time, for progress and uplift to the work of educating deaf children throughout the land. This Convention has shown in its work that speech for the deaf is practicable, and not only practicable as an accomplishment, but practicable even more as a medium and a means for the attainment of the broadest and best of educational results. And that is the whole question. There is no other. And it is well that it is so. No one who saw those children at their work, and noted their keen alertness, their responsiveness, their quickness to follow, grasp, and apply instruction, could fail to give due and full credit to the method the adequacy of which was exemplified by and in it all; nor could he fail to look into the future and rejoice to see for these children the larger measures of well-being and happiness that are their heritage because of the breadth of their education and the practical value to them and to the world of their accomplishments. The North Carolina School for the Deaf is to be congratulated—in its wise and energetic management and its efficient, earnest corps of instructors—that it was able in itself to contribute, by exhibition of the splendid work it is doing, so greatly to the success and real profitableness of the Convention. And the State of North Carolina is to be congratulated as well, in that it has such a school, a school one of the youngest in the land, yet occupying today, only eleven years

from its establishment, position, it is fair to say, among the foremost and best.

The work with little Leslie Oren, the deaf-blind boy from the Ohio School, before the Convention, was an inspiration to every teacher present, and its lessons of love and patience, and of tactful guidance and skillful instruction, will not soon lose their force. This boy should be brought to every meeting of teachers of the deaf during the entire period of his school course, that the profession may be privileged to follow his career closely and studiously with all the advantage of periodical and frequent contact with it.

The next Convention was appointed to be held two years hence, or in the summer of 1907, at the seat of the Utah School for the Deaf at Ogden. The officers of that Convention as elected are, President, Dr. E. M. Gallaudet of Washington; Vice-President, Mr. E. McK. Goodwin of North Carolina; Secretary, Dr. J. R. Dobyns of Mississippi; Treasurer, Dr. J. L. Smith of Minnesota—all re-elections except Vice-President Goodwin.

F. W. B.

EDITORIAL COMMENT.

THE REAL ROMANCE OF THE TELEPHONE, OR WHY DEAF CHILDREN IN AMERICA NEED NO LONGER BE DUMB.

A series of papers with the above title starts in the present issue of the REVIEW. The Chapters published, and those in hand which we have read, give promise of an absorbingly interesting narrative, and we feel sure that our readers in following the series as it issues will give verdict that the promise is no vain one. The author, Mr. Fred De Land, has, we would say, made a most exhaustive study of the entire subject of the education of deaf children by all known methods, and, for a person who makes no claim to expert knowledge, he shows himself possessed of a remarkable insight into the merits of the various questions of which he treats in his work. It will be noted, as publication proceeds, that the author fortifies himself at all stages with documentary evidence, so that the work when completed will be an authoritative compendium of all that has been written of importance as bearing upon issues treated within the time limits covered by the work. Thus the work, while itself history, will prove invaluable to future historians as an index to original sources of information, and for this, if for nothing else, Mr. De Land performs a great and a lasting service. The character of the work will be suggested to our readers in the following, its list of Chapter headings: Some Educational Conditions in America in 1862. An Illness of Priceless Value. The Proposed Massachusetts School. The Chelmsford School. Mr. Hubbard's Second Petition. How the Women Helped to Win. The Committee's Report. Organizing the Clarke School. The Growth of Clarke School. Clarke School as It Is. Gracefully Swinging into Line. "The Bendictions of Many Will Follow Her." Deaf

but no Longer Dumb. F. W. Sanborn. The Horace Mann School. Teaching Visible Speech. Visualizing Vibrations of Speech. Invention of the Electric-Speaking Telephone. "More than to any Other One Man."

CONCERNING CHAPEL EXERCISES.

The paper printed elsewhere upon the above subject, from the pen of Dr. W. H. DeMotte of the Indiana Institution, is worthy the most careful reading by teachers. Dr. DeMotte is not only a regular instructor in his school, but is, and has been for many years, superintendent of its Sunday school, so he has given much more than usual attention and study to the spiritual welfare of his charges, thus peculiarly fitting him to speak upon the subject of his paper. We are in most hearty accord with the paper in its thought and its spirit, and we have the faith to believe that it will do good, inducing thought in certain quarters that may have the result to modify and improve Chapel exercises upon the lines and to the ends suggested. Teachers too generally carry their responsibility lightly in very many instances in the matter of the Chapel services that they are called upon in the course of their appointed duties to conduct. To give entertainment, with, incidentally, information, is too often the chief aim. The opportunity to give spiritual instruction, aiming primarily and all the time at soul development and character building, is largely overlooked. The thought of the paper is, to change the aim and to shift the emphasis, and to make goodness and right living, and above all else a high reverence and love for things not material, the end and purpose of the service held in our schools under the designation "Chapel." The child believes that which his teacher believes, and loves the things that the teacher loves. It is the attitude of those who teach or "lecture" in Chapel towards all things good and evil which determines very largely the attitude of the children towards them, an attitude which in most cases is maintained through life. Our teachers are too careless about this. In their desire to interest and entertain, they forget the main thing, and the children often-

times leave school with their only abiding memory of "Chapel" as a place where they enjoyed themselves listening to good stories and instructive lectures. As Dr. DeMotte says, there are other occasions and places for such entertainment and instruction—Chapel should have preserved to it its special, distinctive purpose, and that a holy one. F. W. B.

THE SUMMER SCHOOLS.

The large attendance upon the two Summer Schools, held in June and July, respectively at Northampton and Boston, is proof not only of a widespread and general desire on the part of experienced and successful teachers for supplemental training and instruction, but of a readiness as well on their part to avail themselves of the means provided through which such training and instruction may be obtained. Two years ago there was doubt as to this desire and this readiness, but the doubt exists no longer. The experiment has been tried, and its success has been fully demonstrated. The attendance upon the Northampton school was some eighteen teachers, and we understand the attendance at Boston was about the same; thus a goodly percentage of the entire body of articulation teachers in the country availed themselves of the Summer School privileges offered them, and, too, in some instances, at heavy personal sacrifices of time and money, not a few coming from distant states, as Texas, Arkansas, Illinois, Indiana, Kentucky, etc. With this spirit of earnest desire of teachers for the benefits of the Summer School work thus manifest, it remains now to consider the question of future provision to meet this desire in the wisest manner and to the fullest extent possible.

A SCHOOL FOR THE HARD-OF-HEARING.

A school has recently been started in New York City for students afflicted with dullness of hearing. There is little question that ample room exists for such special schools in all our large cities, for statistics gathered in recent years show a surprising amount of partial deafness among public school children,

and in ordinary schools as now conducted pupils thus afflicted are seriously handicapped. The school is under the direction of Prof. Edward B. Nitchie, known to our readers from his contributions to the pages of the REVIEW. In a circular he says of the school that it "should not be confused with institutions for the deaf and dumb. It is designed primarily to meet the need of the many persons of both sexes who become deaf in their teens or earlier and who because of their deafness are reluctantly forced to leave school. The school offers such students the opportunity of pursuing their studies further or of preparing for college without the severe nervous strain attendant upon their work in the ordinary school; moreover it at the same time gives to them one of the most valuable accomplishments they could possibly have—skill in lip-reading."

WHAT HELEN KELLER IS DOING.

Helen Keller meets and satisfies the perfectly natural curiosity of her world full of friends as to her present life and occupation, in the September number of the Ladies' Home Journal, in an article on "What I am Doing." Briefly, her life is much that of the ordinary person of vivacious disposition and with literary tastes. Her days are all busy days and hence happy ones. She listens to the daily news in the papers, and to her many letters, the latter from all quarters of the globe. She is able to reply only to a portion of the letters received. Her literary work, the work she evidently enjoys most, she thus describes:

"Since my graduation I have written several articles: one, an essay on the hand, its place in the life of man and in my life; another, an essay on Radcliffe College, its aims and ideals; and a little sermon to girls who are about to enter college. However humble it is when it appears on the printed page, every article I write requires much time and labor. My teacher must look up information which I have no means of getting myself; for most books and periodicals are not in raised print. From what is accessible to my fingers I must cull carefully ideas and suggestions pertinent to my subject and note it all down in Braille. When I wrote the article on the hand I spent many days searching in my books for illustrations and salient passages, and my teacher had to look up many references for me. I have begun

to put together my views on the condition of the adult blind, and I shall publish those views when I have gathered them in complete form. Most of the available material is only in ink print, and I have had to listen with my fingers while my teacher spelled to me all the facts and statistics from many reports. The writer who sees can surround himself with the books he needs, he can work when he will and as he will, whereas I must plan my time and adjust my inspiration to the leisure and inclination of others."

THE SEVENTH SUMMER MEETING.

The Seventh Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf, with full programme, will be held, in accordance with a vote of the Board of Directors, the coming summer, at the School for the Deaf at Edgewood Park, Penn. Edgewood Park, being a suburb of Pittsburg, is easily reached by direct rail routes from all sections of the country, and it is within a few hours' journey relative to a large number of schools. For these reasons as for others the attendance should be very large. The exact dates of the Meeting will be announced later, probably in our February number.

OBITUARY.

Alexander Melville Bell, educator, author, and scientist, died on the morning of August 7, 1905, at the advanced age of eighty-six years, five months, and six days. He had been ill some months, and following an operation he was removed from his summer home at Colonial Beach, Virginia, to the residence of his son, Alexander Graham Bell, in the city of Washington, where he passed away. The funeral was on the afternoon of August 9, the services being largely attended by citizens of Washington as well as by friends from distant points. Professor Bell was a life member of the American Association, and attended and took active part in the Second Summer Meeting of the Association held at Lake George. While never himself a teacher of the Deaf, his studies in vocal physiology and phonetics led him to devise the ingenious system of Visible Speech that has contributed more to the advancement of the instruction of the Deaf by oral methods and to the making of such instruction a true science than probably any other one thing. An extended biographical sketch of Professor Bell is in preparation for a future number of the REVIEW.

F. W. B.

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THE REAL ROMANCE OF THE TELEPHONE, OR WHY DEAF CHILDREN IN AMERICA NEED NO LONGER BE DUMB.

BY FRED DELAND, PITTSBURGH, PA.

CHAPTER III.

THE PROPOSED MASSACHUSETTS SCHOOL.

Observing the excellent progress his daughter was making in speech-reading and feeling confident that he had "selected the better system of education," Mr. Hubbard soon perceived the rich possibilities inherent in this oral method of instruction for improving the welfare of the deaf, and devoted much time to ascertaining what progress was being made in other countries, and how the oral method could best be introduced in American institutions. Thus he learned that it had been tried in New York State during the years 1819 to 1829, and then again following the return of Horace Mann. Hartford had also tried to teach articulation during several terms prior to 1860. But the results were far from satisfactory. Mr. Hubbard read the two reports that Professor Day had written after visiting many institutions for the deaf in foreign countries, the report rendered by Mr. Weld, and Dr. Peet's report, and found little to encourage the teaching of articulation. He secured reports from the German schools and carefully studied their methods, and he learned that instruction in articulation had been recommended in France by the Baron de Gerando, in 1827, and by Dr. Blanchet, in 1851, the latter also advocating day-schools for the deaf where the child would be exercised "in articulation and in lip-reading," his

contention being that "the child entering these schools at the age of five or six accomplishes his education at the same time and in company with the hearing children, and he can enter his apprenticeship to a trade at the same time as the others." Mr. Hubbard also learned that for nearly a hundred years instruction in articulation and in speech-reading had been successfully tried in Holland and in Germany. Then why should these methods prove unsuccessful in progressive America? Was it because the instructors had no faith in ultimate success? Because they did not believe it was worth the trouble? Or were "all efforts to accomplish articulation considered useless and wholly abandoned," because, during a period greater than the lifetime of a generation, American instructors of the deaf who admitted that articulation was "the more desirable *were it attainable,*" complacently accepted the sign-language, without any comprehension of the merits of better and older systems or of the correct method of teaching these more desirable systems that had prevailed for many years in European institutions.

Thoughtfully realizing that there must be many other deaf children, the majority of whom were less fortunately situated than his own child, Mr. Hubbard generously determined that a school should be established in this country, wherein every effort would be made to preserve and improve the speech of adventitiously deaf children, and where the congenitally deaf could be taught speech, lip-reading and the English language, if the mental condition of the child born deaf made such instruction possible. The finger-alphabet had its redeeming features. But he recognized the pernicious defects inherent in the sign-language—useful as it had proved for many unable to secure other instruction—and clearly saw that as it was used in the institutions it was a means of communication unknown to all but its immediate users, and in no way convertible into the English language save through a cumbersome method of translation; that the employment of gestures and conventional signs tended to segregate their users into a distinct class and to isolate this class of human beings from general society and from many industrial occupations, thereby making institutional life a pleasant part of the existence and obliterating the joy, the comfort and the stimulus of home life

and association with the hearing. Thus refusing to believe that Providence ever intended that American children should be so heavily handicapped in their earthly journey, he laid the foundation for more serviceable and more progressive educational methods.

In March, 1864, Mr. Hubbard, Dr. Thomas Hill, then President of Harvard University, Rev. James C. Dunn and others, petitioned the Massachusetts general court for an act to incorporate a school for the deaf in which the oral method of instruction should be used. On March 16, Mr. Robert Johnson introduced a bill in the House, authorizing the incorporation of "the Massachusetts School for Deaf-Mutes, for the purpose of training and educating deaf-mute children," with Mr. Hubbard, Dr. Hill, Dr. Dunn, and three other gentlemen as corporators. This school was to receive from the State the sum of $5,000 annually, in return for which it should "gratuitously board and educate thirty deaf or deaf-mute children when designated by the Governor," and "the Governor was to appoint six of the twelve members of the board." This bill was "referred to the committee on public charitable institutions," which gave hearings for some three weeks, and then reported promptly in the Senate, April 12, that the bill "ought not to pass."

The defeat of the bill was due primarily to the strong opposition to its passage presented by the friends of the sign-language on the ground "that the logic of facts was entirely against the system of articulation," the contention being that "the instruction of the deaf by articulation was a theory of visionary enthusiasts, which had been repeatedly tried and abandoned as impracticable." It is claimed that defeat was made possible by the adverse vote of the chairman of the house committee on appropriations, the Hon. Lewis J. Dudley, of Northampton, who influenced negative action because, being the father of a deaf-born child, then a pupil in the American Asylum, he knew that it was "absolutely impossible to teach speech to deaf-mutes." Whether true, or not, it may be added that three years later Mr. Dudley joyfully and gracefully acknowledged that he had much to unlearn about the teaching of deaf-mutes. And in later years he denied all responsibility for the defeat of the movement in 1864.

The committee made a final report to the Senate on May 11, 1864, which reads: "Another class of our unfortunates are provided with an excellent school for their relief at Hartford. Here we only need to say that this school for deaf-mutes sustains its well-earned reputation. Its corps of teachers is able, and their work is the measure of their success. We see no reason why our Massachusetts children were not as well cared for and educated as if in a school in our own State, and we see no reason that a different policy in regard to the deaf and dumb should be at present adopted.

"We are aware that the two methods of teaching in such institutions here, called the French and German methods, have their warm friends and advocates. At present, the asylum at Hartford is, as it has been, an exponent of the French method, that is, teaching by a language of signs and the finger alphabet. The teachers there have not ignored entirely the German method, that is, teaching by the finger (sic) alphabet, learning to read words by the motions of the lips and actual articulation by the heretofore mutes.

"Which of these methods is the true one we are not able to say. There was evidence before us demonstrating the advantages of the German method when it succeeded in educating well a semi-mute or mute, over that of the French; still it appeared also in evidence that in the earlier stages of education it presented almost insuperable difficulties. Still, difficulty has a charm to a resolute soul. No great prize should cease to be attractive because there are difficulties in the way of its attainment; hence we are satisfied the German method is worthy a long-continued and most thorough experiment. We are not prepared to recommend an appropriation in answer to the petitions of those interested in a school here, taught by the German method. The present condition of our State finances did not warrant the expense of such an experiment, and yet we hope private benevolence here will prosecute it, and we would respectfully suggest to the trustees at Hartford that a still farther and more thorough trial of this method might, under their hands, be more *successful,* or at least forever settle the comparative merits of these different systems of teaching the deaf and dumb. The object is worthy

che effort, as restoring to society and all the enjoyment of social life those whom Providence has bereft of a sense of hearing and the power of speech."

The advocates of the sign-language believed that they had won a great and final victory, and were correspondingly elated over the outcome. Had they understood human nature better and had they studied Mr. Hubbard's characteristics, as emphasized at the committee meetings, the sign-teachers would not have ignored the recommendations of that committee, but would have made as great a success in articulation-teaching as an aroused public sentiment forced them to do ten years later. Nor would they have failed to perceive that in place of this report being a decisive victory, it was only the opening skirmish in a struggle in behalf of deaf children for freedom from the slavery of the sign-language, and for the preservation of speech, and that it was a contest which would never cease while Mr. Hubbard had strength to plead for the rights of helpless, speechless, deaf children.

Victory for the sign-schools though it was, it only serves to emphasize the revolution in methods of instruction that dates from Mr. Hubbard's temporary defeat. For, notwithstanding the tenor of the committee's report and so unexpected a reception of his philanthropic efforts to benefit helpless deaf children, Mr. Hubbard's ardor was in no wise diminished, but rather stimulated to renewed effort. And as the passing months and returning health showed an ever developing improvement in Mabel's ability to readily converse with her friends, he determined to furnish the members of the legislature with a practical demonstration of the feasibility of his plans to benefit the deaf, by opening a school for deaf children at his own expense, if other support was not forthcoming.

CHAPTER IV.

The Chelmsford School.

Public interest in the oral method had been awakened by the favorable evidence submitted to the committee, and this led Mrs. James Cushing to seek a teacher for her daughter Fanny. Fortunately, through the friendship of Mrs. Mary Swift Lamson,

who had instructed Laura Bridgman and Oliver Caswell, both blind as well as deaf, she found an instructor in Miss Harriet B. Rogers, of Billerica, possessing the admirable qualities needed in this pioneer educational movement, and to whom Fanny was confided on November 7, 1864. Miss Rogers had never taught a deaf child, but she was a successful teacher of hearing children, and her sister, Eliza, had been one of the instructors of Laura Bridgman.

Then she was fortunate in meeting Mrs. Henry Lippitt, of Providence, whose daughter had lost her hearing at four years of age. Although the child's speech had faded away until only two words remained, it had been revived and improved by the watchful care of the mother. Jeanie was then twelve, "spoke fluently, and had advanced nearly as far in education as other children of her age." Mrs. Lippitt told Miss Rogers that, following an attack of scarlet fever, "Jeanie lost her hearing at the age of four years and three months. The loss was instantaneous and entire, hearing when she fell asleep, and never having heard a sound since she awoke. She was five years old when I first commenced teaching her the letters of the alaphabet, none of which had ever been taught her. She had lost all knowledge of forming sentences, although she remembered the names of some things; for instance, she remembered the name of a key, and also of the pronoun *you*, and by showing her a key and pointing to herself, (you), we obtained the sound of *q*, which we had tried ineffectually to get for weeks, and also the sound of *k*; these consonants being the most difficult and the last that she learned. We used no means except articulation from the commencement, being particulary directed in this by Dr. Howe."

From some newspaper clippings Miss Rogers secured a helpful description of the method of oral instruction employed in the Berlin school; but she admits that she did not comprehend the full value of lip-reading until she conversed with Jeanie Lippitt. And while success crowned her efforts as an instructor of the deaf, Miss Rogers realized long before the year expired that she might as well teach more than one pupil, and explained this situation to her friends. But she thought it would be a useless expenditure to advertise for pupils; for the general public knew

so little about this oral method of teaching speech to the deaf, and there was so much opposition to the method on the part of teachers of the sign-language, that she felt an advertisment offering to teach the deaf and dumb to talk and to read speech, "would be considered a hoax unless the public could be convinced that such teaching had already proved successful."

Thus it came about that Mrs. Lamson arranged a meeting at her home on Tuesday, November 7, 1865, at which Miss Rogers met Mr. Hubbard, President Hill of Harvard, the Rev. Edward Norris Kirk, Dr. Samuel G. Howe, and others.

At Mr. Hubbard's request, Miss Rogers had brought her only pupil, Fanny Cushing, with her, and thus was enabled to show what progress had been made with this first pupil. So convincing were the evidences presented, that Dr. Kirk drew up the following statement which was inserted as an advertisement in one Boston paper that evening, and later in other papers:

"CERTIFICATE.

"The subscribers have witnessed the examination of a child, nine years old, a deaf-mute under the instruction of Miss Harriet B. Rogers, who entirely substitutes the voice or articulation for the sign language. From the results of this experiment we feel authorized to recommend Miss Rogers and her method, and to encourage her in forming a class.

Thomas Hill.
Edward S. Kirk.
John D. Philbrick.
Henry M. Dexter.
James C. Dunn.
Gardiner G. Hubbard.
Lewis B. Monroe.

(See advertisement in another column).

Nov. 7."

Under the heading "Boston & Vicinity" appeared:

"We ask the attention of those interested in the instruction of Deaf-Mutes to the advertisement of Miss Harriet B. Rogers. We have heard of some wonderful stories of her success in teach-

ing this class of unfortunates, stories which are so well authenticated as to command belief of them."

The advertisement read:

"PRIVATE INSTRUCTION FOR DEAF-MUTES.

"Miss Rogers proposes to take a few deaf-mutes as pupils, for instruction in articulation and reading from the lips, without the use of signs or the finger-language. The number is limited to seven, two of whom are already engaged. Immediate application must be made to Harriet B. Rogers, North Billerica, Mass.

"*References.*

Thomas Hill, D. D., President Harvard College.
S. G. Howe, M. D., Superintendent Institution for the Blind.
Edward N. Kirk, D. D.
John D. Philbrick, Superintendent Public Schools.
Henry M. Dexter, D. D.
James C. Dunn, Esq.
Gardiner G. Hubbard, Esq.
Lewis B. Monroe, Professor of Elocution.
James Cushing, Esq., 101 Devonshire street.
Mrs. Edward Lamson, 5 Beacon street."

Notwithstanding so exceptionally high an endorsement, so strong was the prevailing unbelief in the possibility of instructing deaf-children "in articulation and reading from the lips, without the use of signs or the finger-alphabet" that seven months passed before a sufficient number of pupils were engaged to warrant the opening of a school.

Finally, on June 1, 1866, two years after Mr. Hubbard's petition was defeated in the legislature, he had the satisfaction of seeing a little home or family school for the deaf established in Chelmsford, four miles south of Lowell. Miss Rogers was installed as principal and Miss Mary Byam as assistant. Only three pupils were enrolled on the first day, two more were engaged to follow in a few days, one came in September, and two more the following spring. Petty as these details now seem (when, for instance, in Chicago, in 1903, there were fifteen day-schools in which two hundred and twenty-two deaf pupils were

taught only through speech and speech-reading), they accurately portray some of the discouraging conditions that "Mr. Hubbard's visionary movement" had to face in those early days. For this Chelmsford school was *the first regularly organized school for the deaf in this country in which only the pure oral method was taught.* And had it not been for the intelligent and never-ceasing efforts Mr. Hubbard put forth and his indomitable perseverance, the general introduction of oral teaching of the deaf might have been delayed for many years. And possibly the telephone would have been invented under other skies and only become generally known many years after the Centennial.

While Miss Rogers had eight pupils in the spring of 1867, only "two were paying full price, and Mr. Hubbard raised about a thousand dollars to help carry on the work," Mrs. Henry Lippitt, Mr. Talbot, Mr. Francis W. Bird, Mr. S. D. Warren, and others subscribing. Miss Rogers has written: "Mr. Hubbard, from the very first time that I saw him, was always helping me in every way possible. I could not have opened the school in Chelmsford without him." Not only did Mr. Hubbard aid Miss Rogers financially, but he devoted much time to making her school an educational success, in supplying whatever would promote the value of the instruction, and in winning friends for the oral method of teaching the deaf. For he fully realized the importance of the experiment he was making, and how rich in blessings to deaf children the outcome might prove. Success would assure speech to the deaf and the English language would come through speech; failure meant for the deaf child preference for life in an institution in place of a home, and a strange vernacular of signs and gestures in place of the satisfying, comforting language of kith and kin.

By reason of its novelty and the opposition this method of teaching the deaf aroused among the advocates of the sign-language, several notices of the Chelmsford school appeared in the Boston papers. These notices led officials of institutions for the deaf, in other States, to visit the school to perceive how the seemingly impossible was brought about. Some of these visitors thought the method was wasteful of time and money; while others highly appreciated the value of the new system of instruc-

tion and gradually introduced it in their respective institutions.

In shrewdly locating her school in a charming but isolated village, distant from any railroad, Miss Rogers may have realized that, were the school easily accessible, curiosity might influence the captious to censoriously comment on "the chicanery" that enabled so reputable a teacher to lead educators of acknowledged standing into believing that the "dumb" were actually taught to articulate correctly. At Chelmsford no time was wasted in useless discussion with hide-bound believers in the efficacy of gestures. Yet a cordial welcome was extended to sign-teachers who could do their own seeing, their own hearing, their own thinking, and were honest seekers after light and truth. One teacher returned home and explained that while the oral method was directly against all reason, and in all probability would never succeed, still deaf-born pupils were actually conversing intelligently in Miss Rogers' school, and thus it would be wise to give the method a trial.

The comments of a few principals were not of so friendly a nature. The Rev. John R. Keep stated that "the filing of a saw, and the shriek of a steam whistle combined, could not produce a more disagreeable sound than that which is made in *some* of these artificial attempts at speech by the deaf and dumb. Knowing that their voices are so disagreeable, is it to be wondered at that they should be unwilling to carry on their intercourse with others by means of speech.... If all signs are excluded, where articulation is taught, as it is claimed they are in the small school recently opened in Chelmsford, then we may say that however great the attainments of the deaf child may be in articulation, his *mind will still be in darkness.*"

Contrast that last sentence with the statement made five years later by Mr. Sanborn, at the close of the Clarke (Miss Rogers') school year in 1882. Mr. Sanborn said: "Articulation is our method, and intelligible speech is one of its results, but we hope to show you, by the exercises of today, that the mental training, the persistent study and reading pursued here, give also that more important result of general education, from which, until within a hundred years past, the blind and the deaf were almost wholly cut off, and which can only be acquired in its ful-

ness, by the use of that wonderful instrument of divine power—human language. Such merit as our system of instruction possesses is derived from the use we make of words, and from the fact that our pupils pursue, though with slower steps, the same path which has led the wisest men and the wittiest women to wit and wisdom."

Perhaps it is only fair to add that in 1871, Mr. Keep, like many other instructors, placed on record his belief that the sign-language did not possess the educational merits previously accredited to it, because "trains of reasoning are not at home in signs. It is a beautiful and most expressive language, but not wide in its range. The range is that of partially developed minds, of children. There is, of course, a wide gulf between such a language as this and the cultivated and refined language of the world...."

Yet only when we grasp the full significance of the almost unlimited power and influence in moulding public opinion wielded by those ministerial educators of the Stone, Turner and Keep type, do we begin to realize how great a moral courage was required to publicly oppose educational methods that they approved. The public had been deluded into believing that the sign-school had attained unto perfection in the education of deaf-mutes, and thus was easily influenced into believing that the establishment of an oral school was not only an economic as well as an educational blunder, but was criminally unjust to the pupils who would be consigned to its care. Not only did the advocates of the sign-language control every avenue leading to legislative or municipal action, but the charge was openly made that "funds given by the general government for the common cause of the education of mutes, were used to prevent the establishment of what might possibly become rival schools."

(*To be continued.*)

AIMS IN TEACHING—PREFACE TO AN ADDRESS DELIVERED TO THE SUMMER SCHOOL AT NORTHAMPTON.

KATHARINE FLETCHER, NORTHAMPTON, MASS.

[The following introduction to an address by Miss Fletcher was delivered before the Summer School class at Northampton in June, and is here given to the readers of the REVIEW in response to a request by the class.—F. W. B.]

FELLOW TEACHERS:

Miss Yale has asked you to come here this morning that I may perhaps give you a little fuller idea of some of the work of the school than it was possible for me to do in the hour devoted to a class exercise; so I have been thinking a little about what I should say to you in regard to our general aims in the higher classes—but I do not find it the easiest thing in the world to express them satisfactorily in words.

It is interesting to see what an educator like President Eliot of Harvard thinks that the aims of a school should be. In an address recently delivered at the dedication of an art-gallery in Buffalo, he said, "The main object in every school should be, not to provide the children with means of earning a livelihood, but to show them how to live a happy and worthy life, inspired by ideals which exalt and dignify both labor and pleasure. To see beauty and to love it is to possess large securities for such a life."

Now President Eliot was not thinking of institutions like the one which he so ably represents, for you see he says "the children," and we may justly consider his words with reference to our own schools.

It is assuredly a bold thing to do to differ from the distinguished President of Harvard University on the subject of education, but the tendency of modern educational theories is certainly to support the claim that whatever else our public

schools do or leave undone they should not fail to give our boys and girls the ability to take some position or other in the ranks of bread-winners—and if this be sound doctrine in regard to schools for the hearing, it is incontestably sound doctrine in regard to schools for the deaf. As the matter presents itself to my mind, our business as teachers is, first, to enable our pupils to get their living, and, second, to enable them to enjoy their living. This is in accordance with Mrs. Glasse's celebrated rule for cooking a hare—"First catch your hare;" so I say—"First catch your living."

This much, not because there is any especial need to-day of preaching the industrial education of the Deaf. We are all aroused to its necessity, and our institutions are making most encouraging progress in teaching arts and crafts. I have spoken so far to show my interest in this work and my recognition of its exceeding importance, because I would have you certain that the little which I still propose to say comes from no mere sentimentalist who is oblivious to the hard realities awaiting our boys and girls as they plunge into the struggle for existence.

And now for a word about that part of our work which is so dear to my heart that I feel as if one might almost love President Eliot for putting it first—whether he had any right to or not. I only wish I might speak of what may be done to inspire our pupils with "ideals which exalt and dignify both labor and pleasure"—to help them "to see beauty and to love it,"—as it should be spoken of; for on this theme there is very great lack of convincing preaching.

The dire need of a voice like the one of old, crying in the wilderness, was impressed upon me most forcibly not long since. Two or three weeks ago the agent of the Massachusetts State Board of Education paid us a visit to make some inquiries, and among other things he asked what we attempted to do in the teaching of language—elucidating his question by going on to say that what he wanted to know was whether we aspired to give our older pupils such a knowledge of English that it would ever be possible for them to read anything that might be called literature, or whether we confined our efforts to furnishing them with the vocabulary and constructions to be found in children's

books, and used in puerile conversation. He added that his reason for the query was that he had recently been told by a teacher in another school that the latter was the limit of possibility.

I do not know the school to which the gentleman referred, but the time has certainly come when any school should feel itself disgraced by having one of its teachers make a statement like that. Of course we all grant that in particular cases the nine hundred and sixty-nine years of the patriarch would be too few in which to accomplish more, but this instructor was giving a general view of the education of the deaf to a person who confessed himself wholly unfamiliar with the subject,—and that is what he told him!

More than this may then be done? Yes, a hundred-fold more. There is something fundamentally wrong when an average member of a senior class finishes a regular school course without having discovered that language is something more than an accommodating servant, standing ready to carry his messages and to entertain him with little childish stories,—without having found out that in one aspect language is a thing almost divine, with power to stir every drop of blood in his veins and to thrill his soul to its deepest depths. This is no exaggeration. Our pupils may be made to know this by actual experience. Somehow—who can tell just how?—by the contagious influence of personality—by the transfusion not of blood but of soul—the teacher can effect a miracle greater than that of the transmutation of base metals into gold dreamed of by the old alchemists, and can transmute lifeless words into vital emotions and living ideals. This is the beauty and the glory of our work. Of all the fair sights this world has to show, I have yet to see a fairer than the look of wondering delight on the face of a pupil when through the blinding veil of half-understood language he first catches a glimpse of the marvellous vision lurking behind.

I have said that—reversing President Eliot's order—it seems to me our first duty to provide our children with the means of earning a livelihood, and our second to enable them to see beauty and to love it; the words "first" and "second" however are not to be understood here as expressing chronological sequence, but

as indicating relative importance. Rightly managed, the two things go hand in hand. Coming here as you did to observe actual practice as well as to make a study of theory, you have seen that from the beginning we attempt, at least, to be guided by the aphorism of the wise Montaigne, "For it is not a mind, it is not a body that we erect, but it is a man; and we must not make two parts of him. And, as Plato saith, they must not be erected one without another, but equally be directed, no otherwise than a couple of horses matched to draw in one self-same team." So from first to last an effort is made to develop the individual that his body may be the alert, disciplined, vigorous coworker of an equally alert, disciplined, and vigorous mind.

This two-fold development goes on year after year, and as the end of the school course approaches—while gymnastic exercises and the various kinds of industrial training are by no means lessened but rather increased—we find that a decided broadening of the regular school-room work is also possible. Of course the study of mathematics continues right along, always including some algebra, and with bright classes a considerable amount. We are anxious to give our boys and girls much of this drill, for in its exactness we feel that it is precisely what they need. In physical science we want them to have some familiarity with the great laws of nature, and to establish such habits of keen-eyed observation that the out-door world shall furnish them with endless sources of interest and delight. Turning to the field of history and literature, we devote a good deal of time to that record of history in the making, the newspaper—that these young people so soon to be men and women may grow to have an intelligent and abiding interest in the affairs which all their lives long will demand the attention of thoughtful and earnest minds. A study of civics in their last year will prove an additional help in understanding the governmental changes sure to come in the different nations. But it is not enough that they should be somewhat in touch with the life of the passing day. We cannot let our pupils leave us without knowing something of the ideals which have inspired the heart of man through the countless generations. We want them to realize a little the exceeding complexity of modern civilization, and to be able to trace its more

important elements away back to their sources in remote ages. We want them to know what hand and brain working together have achieved in painting, sculpture, and architecture. We want them to have at least a second-hand acquaintance with many of the world's masterpieces in literature, and a more intimate acquaintance with a few. Above all we want them to be so brought in contact with the heroic and the saintly lives which have ennobled our world-history that their own lives may perchance be touched to finer issues.

To sum it all up I avail myself of the words of old Thomas à Kempis. Our hope is that when all is said and done, and our pupils take their last farewell of us, hand and brain and heart may be so educated that these children of ours may be able and eager to do that which is worth doing, to know that which is worth knowing, and to love that which is worth loving.

I should now be glad to speak to you somewhat in detail for a few minutes about the different things which we do in class. Those friends of mine who have my highest welfare at heart, and who are conscious that my nature needs occasional chastening, have more than once gently hinted to me that when I get to talking about teaching deaf children I am quite capable of boring my hearers to death. I suppose this is true, and I will strive to bear the warning in mind, and to tell you as little as possible.

THE ARRANGEMENTS OF THE INSTITUTIONS FOR THE DEAF IN PRUSSIA—WHAT THEY ARE AND WHAT THEY SHOULD BE.

H. HOFFMANN, RATIBOR, GERMANY.

The greatly differing arrangements of the Institutions for the Deaf in Prussia reflect the manifold experiments in the education of the deaf, and are a tacit confession of the authorities, both administrative and educational, which are responsible for this condition of affairs, that, owing to the lack of a clear insight into the conditions of a rational education of the deaf, uniformity, even as regards the main questions, is still in the distant future. Nevertheless, we must try again and again to bring about such uniformity. As the editor of the ASSOCIATION REVIEW some time ago expressed the wish that I would show how a boarding school and a day school might be combined, and what would be the advantages of such an arrangement, I will in the following speak of the external arrangements of our institutions for the deaf, showing their varying character, and in connection therewith offer suggestions as to the best way of arranging institutions for the deaf so the instructional and educational work of the teachers may not prove illusory.

In Prussia there are, 1, schools for the deaf; 2, institutions for the deaf; which are, *a*, boarding schools pure and simple, *b*, day schools pure and simple, *c*, boarding schools and day schools combined. The schools for the deaf are attended by deaf children who, outside the hours of instruction, live with their parents, relatives, or other persons in duty bound to care for them. The schools for the deaf make it their main business to impart instruction, and occupy themselves with the education of the children only in so far as the school has to supplement the home-education. It is not their duty to care for the physical support of the children. Such schools are only in their proper place in large cities where there are a considerable number of deaf, and where

it is possible for them to attend the school every day. Danzig and Berlin have schools for the deaf. In addition, the institutions at Breslau, Cologne, Halle, and Königsberg take the place of schools for deaf children whose homes are in those cities. This arrangement has the great advantage that most of the children need not be deprived of the home influences; and, on the other hand, the disadvantage that the children have often to walk a long distance through the crowded streets of a great city where there are dangers to persons possessed of all their senses, and consequently still greater dangers for the deaf; and where there is not in all cases a guarantee of a home-education, taking into account the defect of the deaf, which should further the work of the school and is especially needed by the deaf. The institutions for the deaf, no matter what their character, receive pupils from a more or less extensive district. As it is impossible for the children in these institutions, owing to the considerable distances, to return to their homes every day, it becomes the duty of the institutions to furnish them, as far as possible, a substitute for the parental home. This task, of whose importance people frequently have not the slightest idea, appears not to be fully understood; for otherwise, there would not be arrangements, which do not answer their purpose at all, and which often prove positively detrimental, such as we find in our "school-barracks." The institutions for the deaf, therefore, have, in addition to giving instruction to the children, to furnish them with board, lodging, and clothing, and to educate them in a conscientious manner taking due regard to the individual character of each child. It will be easily understood, in view of the widely differing opinions as to the best manner of arranging an institution which will fully answer its purpose, that in the beginning different methods were followed. But it should have been just as much self-evident that, after a considerable period of time had offered an opportunity to weigh the advantages and disadvantages of the different methods, people should, with due regard to the different educational views, decide everywhere for *that* arrangement which had been recognized as the most suitable as regards the care and education of the children. Unfortunately, this was not done in many instances; on the contrary, the desire of some administrations to

fulfil their duty with the least possible expense and the selfishness of individual members of these administrations have created in some of our institutions arrangements which must be termed *a sin against the poor deaf children.*

But to proceed: All our specialists consider a small boarding institution, such as the city of Frankfort-on-the-Main possesses, as the most ideal institution. In that institution, where about forty-five pupils live in a large roomy house, meeting all the requirements of our time as regards hygiene, etc.; where they are under the constant supervision of pedagogically educated teachers; where the arrangements are such as to make the pupils members of the family of the director who is an enthusiast in the matter of the education of the deaf; where a motherly care is extended to each individual child; where each child is educated with due regard to the peculiarities of its character; where even in the hours of play and recreation the child is advanced both as regards its mental development and its speech; in that institution, we say, the object of such institutions—to make the deaf a useful member of human society—is fully reached. Nothing but the considerable expense (1000 marks, equal to $238 per annum for each pupil) has prevented this arrangement from becoming more general. Many administrative authorities said: "A few pupils more do not make much difference," and kept up the boarding school arrangement, though increasing the number of pupils to eighty or even one hundred. We grant that even with the number of eighty pupils a successful education is possible; it is of course understood that, under such conditions, the Director must possess the necessary executive ability, a proper interest in his calling, and a due sense of his responsibility, and be assisted by teachers in sufficient number, and thoroughly trained for their duties, who are able not only to instruct, but who understand how to occupy the minds of the pupils during the leisure hours with house-work, games, walks, and other recreations, and preserve them from ennui and idleness. It is of course understood that strict attention is paid to the intercourse among the pupils themselves by speech. Such boarding institutions can of course be maintained at a much smaller expense than what we would term "family boarding institutions" (600 to 650 marks equal

$142.80 to $154.70 annually per pupil). The old adage says: "Appetite comes whilst eating"! No wonder then, that the number of pupils in such institutions was constantly being increased, to such a degree that positive injury was done to many generations of deaf. This injury consisted mainly in a less thorough and careful education. How could this be otherwise with Directors of institutions who from personal motives of selfishness and envy advised the authorities to increase the number of pupils in an institution to 200 or 300. In institutions of this kind individual education is absolutely impossible; each pupil cannot be individually watched and judged; the pupils become mere numbers. The persons charged with the surveillance of the pupils outside of school hours take no interest in the individual pupil; and the teachers simply impart instruction. The hours when there is no instruction cannot be occupied with games and suitable occupations, as the insufficient number of supervising persons precludes the formation of many small groups among the pupils. All that can be done is to find occupation for the great mass of the pupils, in a purely mechanical way, which does not influence the mind and heart. It is self-evident that, under such conditions, the entire education will remain at a low level; what has been learned in the few daily recitation hours, is forgotten during the remaining hours of the day. Nor can we look for a particularly high quality of the instruction, as among such a large staff of teachers as is required, for say 300 pupils, uniformity of the methods of instruction will always remain a pious wish; and as a successful supervision of instruction by *one* director becomes impossible. In spite of the small degree of success reached by these large boarding institutions, they involve a considerable expense, the cost of each pupil being 700 to 800 marks ($166.60 to $190.40) per annum. But the main objection to these large boarding institutions is the circumstance that during the entire course the pupils are limited to intercourse among themselves, that they hardly ever come in contact with persons possessed of all their senses, and do not practice speech, as they almost exclusively converse with each other in the sign-language. And what is the consequence? The speech acquired in the school becomes an inconvenient means of communication; and where there is no

opportunity to make practical use of it in intercourse, is really without an object. Any one who declares in favor of the large boarding institutions, such as are found especially in one Province of Prussia, must at the very outset waive all claims for instruction by speech.

The desire to give to the deaf an opportunity of having intercourse with persons possessed of all their senses, created the day institutions, where the pupils are instructed in common, but where they singly or by twos or threes are living in the families of hearing persons, who of course are suitably remunerated. I do not hesitate to declare that I prefer medium sized or large boarding institutions to such day institutions. Of course in these last mentioned institutions the pupils have an opportunity to practice the speech which they have acquired in the school; they remain, during the period of education, in intercourse with their fellow beings, with whom they will have to live and compete when they are grown up. The education can assume a more individual character, provided the persons with whom the deaf pupils live and board take the proper interest in the physical and mental welfare of the children placed in their care. This object, however, can be accomplished only if the number of pupils does not exceed that of the average boarding institutions, i. e., eighty.

If the Director, assisted by a corps of teachers, is to exercise supervision over the care and education offered to the pupils at their boarding places, if he will, over against his higher authorities, over against the parents of his pupils, and over against his own conscience, bear the responsibility for the physical and mental well being of his pupils, the number of the pupils should not be indefinitely increased. If this is done, the case may occur where, owing to the fact that there are not sufficient good boarding houses, pupils will either have to put up at poor boarding houses, or the number of pupils to each boarding place will have to be increased; neither of which measures will prove an advantage to the pupils.

Another advantage of the day schools is found in the fact that no extensive and expensive buildings, and no large staff of supervisors and servants are needed. All that is required is a building for the recitation rooms and a gymnasium. The objec-

tion that the maintenance of the pupils in boarding houses is more expensive than in large boarding schools can only be raised conditionally; for it appears from the official reports that the average expense for each pupil in the day school does not exceed 600 or 750 marks ($142.80 or $178.85) per annum.

In the preceding statement we have compared the advantages and disadvantages of the various arrangements of the institutions for the deaf. Some administrations were of the opinion that a combination of the boarding and day school would best meet all requirements. I am likewise in favor of a combined system, though somewhat different from what we find here and there in our day. Where, in one and the same institution the same pupils are, from some reason or other, during the entire course assigned to the boarding school or the day school, there is strictly speaking no combined system, there the advantages of both, the boarding school and the day school, do not benefit the majority of the pupils; and there are in reality two distinct institutions under one Director. My propositions for the arrangement of an institution combining a boarding and a day school, are somewhat different. I would say right here that weak-minded and backward deaf children had better spend the entire period of their education in a boarding institution, because they would derive but little advantage from intercourse with people possessed of all their senses, and would in all probability be better satisfied to have intercourse with children like themselves; all other deaf, however, no matter whether they be talented or not, to remain for some time in the boarding institution, but to be transferred to the day school as soon as they have acquired the elements of speech. By following this course the pupils would during the first period of their educational course become accustomed to order, punctuality, and proper regard for other persons; they would furthermore, by coming in contact with persons possessed of all their senses, get accustomed to intercourse with them, and learn to know their fellow beings better. The division of the pupils according to their ability need not be abandoned in following the above mentioned course, even in institutions numbering from eighty to ninety pupils. After the weak-minded deaf, however, have been eliminated, there ought never to be more than two divisions,

viz., talented and backward deaf, because, as I have previously stated (ASSOCIATION REVIEW VI, 1) a division into three or even four groups, which withdraws the backward children from the stimulating influence of the more talented ones, is detrimental to their development.

My plan would be as follows: Of the institutions of one Province with an eight years' course, with an average of ten pupils each, two should always bear closer relations to each other, as pupils for both institutions are received only at the one, where after the close of the first year the separation is made between the talented and the backward, the former being transferred to the other institution at the beginning of the second year. Presuming that each class of talented children numbered eleven and each class of backward children nine pupils, Institution No. I (backward pupils) would number $20+(7\times9)=83$ pupils; and Institution No. II (talented pupils) $7\times11=77$ pupils. As already stated, these last mentioned are to stay in the boarding institution only till they have learned to express their thoughts in the simplest manner.

The next object is to afford them an opportunity to exercise speech practically and to perfect themselves in speech. The time for this would be, as regards the talented pupils, after the third year; and, as regards the backward pupils, after the fourth year. The boarding school in Institution No. II would, therefore, comprise $2\times11=22$ pupils; and in Institution No. I, 20 (first year) $+(3\times9)=47$ pupils. This arrangement would, as regards its educational success, come very near to that reached in the family. Nor do the pupils lose connection with their surroundings; they learn to know their surroundings and are thereby mentally furthered. The institutions I have in view will not require large and expensive buildings; and, therefore, the interest saved on the small building capital may well be applied to the support of the children, even if the day school should require a somewhat larger outlay of money. It will be the duty of school men to thoroughly discuss the educational questions; and it will be the duty of men of executive ability to solve them on the basis of practical experience.

A STUDY OF THE VOWEL POSITIONS.

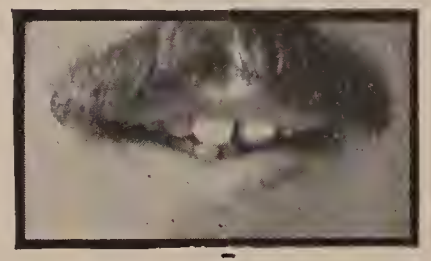
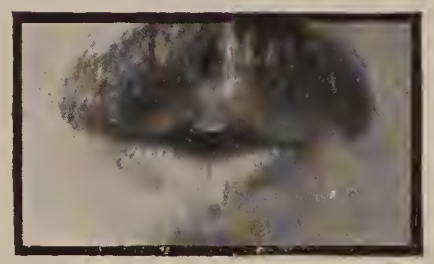
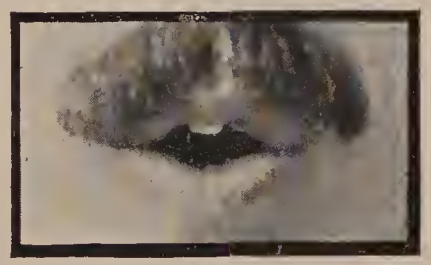
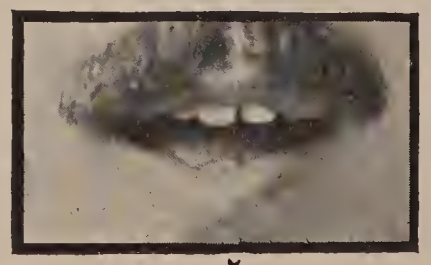
EDWARD B. NITCHIE, NEW YORK, N. Y.

Prof. Adolphe Bélanger, in his pamphlet, La Lecture sur les Lèvres, a treatise intended for those who have "become" deaf, that is, the hard-of-hearing, makes a very interesting division of the positions for the French vowels. According to their outwardly visible characteristics, says Prof. Bélanger, vowels are divided into three groups: first a, è, é, for which the mouth opens *naturally;* second o, ou, e, eu, for which the lips are *rounded;* and, third, i, u, for which the lips are *drawn* back.

There is in English a markedly similar division of the visible vowel positions. But before defining this grouping more exactly, it should be premised that none of the positions indicated are absolutely necessary for producing the different sounds. All the English vowels, even the "round" vowels, may be pronounced without any aid from the lips whatsoever. The tongue is the necessary element in forming the vowel sounds. The lips, therefore, are used in forming vowel sounds chiefly as an auxiliary agent; it follows that the labial positions herein described for the vowels are not invariable, that they indicate tendencies rather than fixed facts.

It needs no argument to establish the division of English vowels into "round" or "labialized" vowels and "non-labialized" vowels. I wish, however, to establish a further division of the non-labialized vowels into those that are distinctively non-labialized and those in which the lips are used in an action almost directly the opposite of the action of "rounding." It will help to do this if I discard the conventional terms, "round," "labialized," and "non-labialized," for others that are more definitive of the precise divisions to be made.

For certain vowels, there is no effort to use the lips in any way as an aid. As Prof. Bélanger says, the mouth opens

	Puckered	Relaxed	Extended
Narrow	o͞o	ĭ	 ē
Medium	 o͝o	ŭ	ĕ
Wide	 aw	ah	 ă

VOWELS

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naturally. The lips are *relaxed.* These vowels I shall call the relaxed vowels.

For the so-called round vowels, the real action of the lips is that of being gathered or drawn in, or *puckered*, so that the lips in a measure obstruct the perfectly free passage of the breath. These I call the puckered vowels.

The opposite action to this is that of getting the lips out of the way; the natural opening of the mouth is made larger by drawing back or *extending* the lips at the corners. Vowels thus formed I call the extended vowels.

In this grouping, obviously the relaxed vowels represent the mean between two extremes.

The puckered vowels are long o͞o, (long ū)[1], short o͝o, (long ō), aw, o in "orb," (oy), and sometimes short ŏ.

The relaxed vowels are short ĭ, short ŭ, ah or Italian a, (long ī), (ow), and sometimes short ŏ.

The extended vowels are long ē, short ĕ, a in "care," (long ā), and short ă.

A still further division of these three groups, based on the "descending scale," becomes evident; that is, the different vowels under each group are revealed by the varying widths the mouth is open. There are in ordinary colloquial speech three different widths of opening under each of the three vowel groups. In descending scale, we have under each group a narrow opening, a medium opening, and a wide opening. First let me indicate this division of vowels in tabular form, and then add a few words of explanation. (Diphthongs are placed under that classification to which their radical element belongs.)

	PUCKERED	RELAXED	EXTENDED
Narrow.....	o͞o, (ū)	ĭ	ē
Medium.....	o͝o	ŭ	ĕ, a in "care," (ā)
Wide.....	aw, o in "orb," ŏ, (oy, ō)	ah, ŏ, (ī, ow)	ă

[1]Diphthongs in parenthesis.

Thus, long o͞o shows the narrow opening of the puckered group; short o͝o shows the medium opening of this group; short ŭ shows the medium opening of the relaxed group; etc.

For the most part, I think this classification will be self-evident, but a few points may need explanation. I know that the classification does not conform absolutely to the "high," "mid," and "low" of visible speech, but it should be remembered that the visible speech classification is based on the tongue; this classification is based on the lips. Moreover, this classification is intended to show particularly the positions occurring in ordinary colloquial speech, not the positions of a precise pronunciation of the individual sounds.

With these two points in mind, notice that a "wide pharynx" tends to give a wider position of the lips than does a "close pharynx" for the same position of the tongue. See how short o͝o, the high-back-*wide*-round (ɨ) shows a somewhat wider lip-opening than does long o͞o, the high-back-round (ɨ); and again how short ă, the low-front-*wide* (ɶ), shows a wider lip-opening than does short ĕ, the low-front (ɶ).

Again, rapidity of speech has much to do with the visible positions (and colloquial speech is essentially rapid), so that the tendency is for the lips not to open quite so widely for a sound spoken quickly as they would if the same sound were spoken more slowly. Thus, short ĕ, *low*-front (ɶ), shows the same lip-opening as do the more slowly pronounced a in "care," *mid*-front-wide (ɛ), and long ā, *mid*-front (ɛɪ).

Under a somewhat similar influence, augmented by the action of "puckering" the lips, both aw, *low*-back-round (ɒ), and o in "orb," *low*-back-wide-round (ɒ), do not ordinarily show any wider lip-opening than does long ō, *mid*-back-round (ɒʊ).

It will be noticed that all the vowels in the extended group are front vowels. It would seem that this fact was, in part at least, the explanation of the drawing back or extending of the lips; for the front position of the tongue tends slightly to obstruct the mouth orifice, and the extension of the lips occurs to counteract this tendency to obstruction. Furthermore, experiment will show that even with a back position of the tongue, sounds

approaching long ē, short ĕ, etc., can be made merely by extending the lips.

Short ĭ is the only front vowel appearing outside the extended group; and in a precise pronunciation of this sound by itself, it would have the extended characteristics. But in the rapid utterance of colloquial speech, the quick short ĭ, as compared with the somewhat slower long ē, does not take the time, so to speak, to draw back or extend the lips at the corners.

These vowel positions may conveniently be referred to as the relaxed-narrow, the puckered-medium, the extended-wide, etc. It will be noticed that the relaxed-medium position is the central position of the scale. Unaccented vowels, mostly mixed vowels, will appear chiefly under the relaxed-narrow and the relaxed-medium positions. In my newly published book, Lessons in Lip-Reading, I have developed the classification more in detail.

MY PUBLIC SCHOOL EDUCATION.

NANNIE G. WALTERS, SHIPPINSBURG, PENN.

[The following is an account of what is probably an unique case in the education of the deaf—if not in the method employed, then in the degree of success that has attended it. Miss Walters became a member of my family in April last, in order that she might receive instruction in lip-reading from Mrs. Davidson and have the greatest possible amount of practice with those who would be interested in her advancement. She remained with us until the latter part of June. We found her hearing to be slight, inferior under tests to that of many pupils in the Mt. Airy school, and she said it had been no better in childhood. She said she could read the lips of her mother fairly well and those of one sister a little. She could not understand any member of my family by other means than writing. Yet, notwithstanding the early age at which she became deaf, she has a far better education than it is attempted to give in any of our special schools. Her speech is that of a hearing person, there being absolutely nothing about it to indicate her deafness. Her vocabulary, both spoken and written, is larger and employed with greater precision than one expects of the average high school graduate. In her bearing, her conversation, and her choice of reading, she showed a development and refinement of mind and extent of information that could have come to her only from a thorough and systematic education. She tells below how she was taught and gives the credit to her teachers, and, in particular, to one of her sisters, but I believe it is chiefly due to her unusual powers of mind that so much was accomplished. Had she entered a school for the Deaf, as was at first intended, she would probably have an education inferior to that she now possesses, and her speech would most certainly not be what it is. Her case does not prove, however, that special schools for the Deaf are unnecessary, but is merely interesting as showing what may be done with an unusually bright deaf child under exceptionally favorable circumstances in the common schools. The result of the three months' instruction in lip-reading by Mrs. Davidson may be judged by a letter Miss Walters wrote shortly after leaving us. In it she speaks of attending church and says that for the first time in her life she

understood the sermon and that she could follow every word of it. She adds that her family have now much more faith in lip-reading.—S. G. DAVIDSON.]

By request, I shall write on my education in the public schools. It is necessary that the writer make herself known before proceeding on the subject under discussion. I was not born deaf, but when one year old I had an attack of scarlet fever, which, as in many other cases, resulted in partial deafness.

As a consequence of losing three bones in the right ear and one in the left, I am entirely deaf in one and partially so in the other. The seasons and the state of the weather affect my hearing in a more or less degree, varying with the cold and the heat, i. e., my deafness is less noticeable during the Summer and the Autumn, and on warm, clear days; more noticeable during Winter and Spring and on damp, rainy days. There is another condition governing my left ear (in which I lost one bone) understood to physicians, that bears an important part in lessening or increasing my deafness, and which is unnecessary to give in this article. When conditions are favorable I am surprised at what I can hear, and speaking loudly I can hear my own voice. I rarely hear public speaking, though there are instances, when, by following the movements of the lips, I gain some idea of the sermon or lecture, but it is obvious that I must have some advantage over the speaker.

As to my education, my memory cannot take me farther back than my sixth year, and I must rely on information given me by my family. I was always an object of tender solicitude when a child, and the different members of the family took special pains to teach me the names of various objects by placing the object before me and teaching me to express myself. For a time it was up-hill work, and had I given no further encouragement, it was my father's intention to send me to the Pennsylvania Institution for the Deaf and Dumb at Mt. Airy, when of sufficient age. His death occurring in my sixth year upset all original plans; and at that time my three older sisters taking normal courses, were qualified to teach, the two older ones having schools, and the younger having after graduation failed to get a school for the following year. Providence willed it that she

should not get a school, but should teach her little deaf sister. Love, sympathy, patience, and perseverance triumphed and my sister voted that year the most successful in her fifteen years of experience of teaching, and why? Because, before my real education was begun, "I was as one of them, but as a thing apart," and she was happy in the thought that she was instrumental, in a measure, in restoring me to my family at least.

Her method of teaching me was directly through the ear, and for the sake of convenience we will name it the auricular method. Seated by my side (on my left) she would talk very loudly and distinctly, sometimes shout, and taught me the names, not the sounds. She taught me to read, write, spell, and count, and outside of her teaching periods, she read tales and juvenile stories to me. It soon became evident that nature had endowed me with a tenacious memory and keen perception, but not strong reflective faculties. For three years I was well drilled in the three R's, and in my ninth year I was sent to the public schools, as an experiment more than anything else, and was entered in the advanced, or A class, primary grade. My youngest sister, two and a half years my junior, was put in a class below me, the B class. In six months, however, she was promoted to the A class, and from that time forward she was my constant companion and a "convenience."

We were one year in the primary grade, two in the secondary, two in the intermediate, one in the grammar (we skipped one class, the B), and on my part two years in the High School, when I left without being graduated. My sister, two years after, was graduated as salutatorian. It was in the year 1898 when I left the High School, and for personal reasons. The Assistant Principal (the first male teacher I had) was high-tempered, unsympathetic, and utterly incompetent as a teacher and disciplinarian, and the relations of teacher and pupils were anything but pleasant. His repulsive nature had the tendency of repressing that which was noblest and best in his pupils, and after three years' experience the School Board dispensed with his services. He is now in the Civil Service and the pedagogical profession is rid of one more deadweight.

I am deeply grateful to all my teachers for their sympathy,

perseverance, and patience, from the primary to the grammar grade. My education from beginning to end was through the auricular method. My good deportment, studious habits, and high standing endeared me to all my teachers, and I was held up as a model to my school-mates. My sister always marked my lessons, and by her help and by preparing my lessons in the evening before retiring, I was able to take some part in recitations. In written examinations and all written work I stood the highest, not in one branch only, but in all branches with the exception of music, of which I know nothing. My backwardness and sensitiveness were hindrances to my progress in oral recitations, and my teachers taking my written work as the standard to judge by, gave me due credit for my efforts in oral recitation. My favorite studies were American History, General History, Geography, Physiology, etc., and the one study I abhorred was English Grammar. My knowledge of Grammar was not comprehensive, but was mechanically committed to memory, and mechanically recited. I now realize that it is a very important study and it is only by close application and a full understanding that it is rendered easy. By leaving the High School before graduation I missed studying several branches, among them: Latin, Algebra, Geometry, Physics, and Rhetoric and Composition. I do not strictly regard the rules of grammar, and of composition and Rhetoric I know little or nothing, but I have always taken the best authors as my models. As to the choice of words, and their composition, I rely absolutely on my memory and critical judgment. My childhood was a normal one and I took part in all healthy out-door games and sports, thereby laying the foundation for an almost perfect health. I never lacked companions or playmates, and as I never had a deaf companion or playmate I came to regard myself as the only deaf person in the world. My companions had no hesitation in correcting my defects of speech, and often wounded my pride. Doubtless their corrections were usually given in the spirit of charity but not always. Constant association with hearing and speaking persons contributed not a little to the preservation of my voice, which is the same as that of ordinary hearing persons. It has always been my dream to become a teacher, and as I have

five sisters all teachers and three uncles who are professors, my aspiration may be hereditary. My dream may be realized yet. As compensation for what I miss in general conversation and social chats, I derive much pleasure and real enjoyment from reading my favorite books. As John Bright says, "Books are an introduction to the great and the good of all times." I cannot be deprived of their society, and the friendship of good books seems most lasting. I lay no claim to being a systematic reader, but what I do read I retain.

ALEXANDER MELVILLE BELL.

JOHN HITZ, WASHINGTON, D. C.

"Let there be truth between us."

The number who attain the years vouchsafed our venerated friend are few, but the number who, like him, have filled the measure of their days so acceptably to their fellow men, not only of this age, but for all time to come, are, and ever will be, far fewer.

Alexander Melville Bell, born in Edinburg, Scotland, March 1st, 1819, had three distinct periods of professional life. The first twenty-four years, that of *Student*, the succeeding twenty-seven years, that of *Teacher*, and the last thirty-five years, that of *Master*. Owing to the fact at the time of birth, that his father, Alexander Bell, then already recognized as a leading instructor of elocution, had achieved notable success in the treatment of defective speech, the son from earliest infancy entered at home an environment of student life exceptionally calculated to fit him for the career in which he so signally distinguished himself. The father's inherent love of truth and frankness begat in his son like traits of character. This was so pronounced a feature that at the early age of twenty-four years upon independently entering the vocation of teacher, in contrast to certain widely heralded instructors of the period like the Braidwoods and others, who sought by every means either to throw an air of mystery, or exclusive secrecy, around their methods, Mr. Bell commenced giving publicity in print by "communicating unreservedly the principles" underlying his methods. In evidence thus of his strong aversion to every form of sham, then so largely prevailing in his profession, he lost no opportunity to emphasize the position he had taken of strict fairness towards his pupils and the public generally. We thus find him in the earliest edition of his well-known and deservedly standard Manual, "Faults of Speech," emphatically stating in regard to stammering:

"The Stammerer's difficulty is, where to turn for effective assistance. Certainly not to any pretender who veils his method in convenient secrecy, nor to any who profess to 'charm' away the impediment, or to effect a cure in a single lesson! Not to any whose 'system' involves drawling, singing, sniffling, whistling, stamping, beating time—all of which expedients have constituted the 'curative' means of various charlatans; nor to any who bridle the mouth with mechanical appliances, forks on the tongue, tubes between the lips, bands over the larynx, pebbles in the mouth, etc., etc. The habit of stammering can only be counteracted by the cultivation of a habit of correct speaking founded on the application of natural principles. Respecting these there is no mystery except what arises from the little attention that has been paid to the *Science of Speech.*"

The perfect candor with which he habitually addressed alike his pupils and the public at large, nowhere appears more forcibly presented than in the introductory essay to his standard work entitled: "PRINCIPLES OF ELOCUTION," where, among other things, he says:

"Elocution may be defined as the *effective expression of thought and sentiment* by speech, intonation and gesture, * * * *. Elocution does not occupy the place it reasonably ought to fill in the curriculum of education. The causes of this neglect will be found to consist mainly of these two; the subject is undervalued, because it is misunderstood, and it is misunderstood, because it is unworthily represented, in the great majority of books, which take its name on their title page; and also by the practice of too many of its teachers, who make an idle display in recitation, the chief, if not the only end of their instruction. * * * * The study of oratory is hindered by another prejudice, founded—too justly—on the ordinary methods and results of elocutionary teaching; the methods being unphilosophical and trivial, and their result not an improved manner, but an induced mannerism. The principle of instruction to which Elocution owes its meanness of reputation may be expressed in one word,—Imitation.

But adherents of the imitative methods urge, they teach by Rule. There has been far too much teaching by 'Rules,' * * * * which are but logical deductions from understood principles. * * * * The rules of nature are few and simple, at the same time extensive and obvious in their application. These are PRINCIPLES rather than rules, and it is the highest business of philosophy to find out such,* * * *. Elocutionary exercise is popularly supposed to consist of merely Recitation, and the fallacy is kept up both in schools and colleges. * * * * This is a miserable trifling with an art of importance, and art that embraces the whole SCIENCE OF SPEECH."

The "teacher" period of Mr. Bell's professional life, as stated

by himself in the address he delivered June 29th, 1899, before the National Association of Elocutionists, "began in 1843, and finished in 1870," a period of strenuous activity and achievement, such as rarely falls to the lot of man. Apart from his regular engagements as instructor in the University of Edinburg, London, and other lesser institutions, the number of private pupils and continuous lectures and readings in public, would stagger any one to successfully accomplish, unless possessed of Prof. Bell's Scotch constitutional vigor, moral firmness, and simple mode of life. The fact is, were all that Alexander Melville Bell said and did written and fully told, it would constitute a goodly portion of a well-stocked private library. In 1842, already at the age of twenty-three years, he announced the formulation of a new theory of articulation and vocal expression. Although his father did not endorse all of his conclusions, he accorded them general approval. The event of the inception of this new theory, which permeated more or less all of his succeeding professional labors later on, is thus graphically described by his life-long and devoted friend, the genial and gifted Rev. David Macrea:

"I happened to be at his house on the memorable night when, busy in his den, there flashed upon him the idea of a physiological alphabet which would furnish to the eye a complete guide to the production of any oral sound by showing in the very forms of the letter the position and action of the organs of speech which its production required. It was the end toward which years of thought and study had been bringing him, but all the same, it came upon him like a sudden revelation, as a landscape might flash upon the vision of a man emerging from a forest. He took me into his den to tell me about it, and all that evening I could detect signs in his eye and voice of the exultation he was trying to suppress. At times it looked as if, like Archimedes, he might give vent to his emotions and shout 'Eureka.' "

After elaborating his system, he taught it to his younger sons, Alexander Graham and Charles Edward. His friend then had him give a public demonstration in the Glasgow Athenæum, preceded by a private exhibition at the residence of the Reverend gentleman's father. Of this exhibit, Mr. Macrea states:

"We had a few friends with us that afternoon, and when Bell's sons had been sent away to another part of the house out of earshot, we gave Bell the most peculiar and difficult sounds we could think of, including words from the French and Gaelic, following these with inarticulate

sounds, as of kissing, chuckling, etc. All these Bell wrote down in his Visible Speech alphabet, and his sons were then called in. I well remember our keen interest, and by and by, astonishment, as the lads—not yet thoroughly versed in the new alphabet—stood side by side looking earnestly at the paper their father had put in their hands, and slowly reproducing sound after sound just as we uttered them. Some of these sounds were quite incapable of phonetic representation with our alphabet. One friend in the company had given as his contribution, a long yawning sound, uttered as he stretched his arms and slowly twisted his body, like one in the last stage of weariness. Of course, visible speech could only represent the sound, not the physical movement, and I well remember the shouts of laughter that followed when the lads, after studying earnestly the symbols before them, reproduced the sound faithfully: but like the ghost of its former self in its detachment from the stretching and body twisting with which it had originally been combined."

This discovery, that the mechanism of speech operating on the organs of voice, acts in a *uniform* manner for the production of the *same Oral effect* in different individuals or persons of differing nationality, and his success in devising a scientifically correct, and physiological analagous system of graphic presentation which he termed "Visible Speech, the Science of Universal Alphabetics," indisputably ranks Professor A. M. Bell as foremost master of the "Science of Speech." No less an authority than Dr. Alexander John Ellis, the greatest phonetician, and most scholarly writer on phonetics of the last century, after having carefully studied and considered the achievement of Prof. Bell, unequivocally corroborates this by stating in concluding an elaborate description of the Bell system:

"As I write, I have full and distinct recollection of the labors of Amman, DuKempelen, Johannes Müller, K. M. Rapp, C. R. Lepsius E. Brücke, S. S. Haldeman, and Max Müller. To those I may add my own works of more or less pretension and value * * * *. I feel called upon to declare that until Mr. Melville Bell unfolded to me his careful, elaborate, yet simple and complete system, I had no knowledge of alphabetics as a science, * * * *. Alphabetics as a science, so far as I have been able to ascertain,—and I have looked for it far and wide,—did not exist, * * * *. I am afraid my language may seem exaggerated, and yet I have endeavored to moderate my tone, and have purposely abstained from giving full expression to the high satisfaction I have derived from my insight into the theory and practice of Mr. Melville Bell's "Visible Speech," as it is rightly named."[1]

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[1]"The Reader," London, September 3rd, 1864.

In the generosity of his nature, Mr. Bell, without recompense, ineffectually offered to the British Government, *pro bono publico*, "all copyright in the system and its applications, in order that the use of the Universal Alphabet might be as free as that of common letters to all persons." Neither was his "request for an authorized investigation" given attention; eliciting from him in the preface of his Inaugural Edition, "Visible Speech, the Science of Universal Alphabetics," issued 1867, that if "the subject did not lie within the province of any existing department * * * * does not the fact that an offer of such a nature failed to *obtain a hearing*, indicate a national want, the want namely of some functionary whose *business* it should be to investigate new measures of any kind which may be presented for the benefit of society."

Meanwhile, in addition to his absorbing numerous engagements, he labored indefatigably with his pen, issuing during his career as teacher in England, no less than seventeen works relating to speech, vocal physiology, stenography, etc., including the existing standard Manuals: "Principles of Elocution," "Principles of Speech and Dictionary of Sounds," and jointly with his brother, David Charles Bell, the "Standard Elocutionist," of which upwards of two hundred editions have appeared, and the demand for which continues unabated.

He commenced his career as teacher in Edinburg by giving instruction to classes in connection with the university, and also with the New College, up to the time of the death of his father, (1865), who had followed his profession in London, whilst his eldest son, David Charles, was tutor at the university in Dublin; the father and his two sons thus being the leading elocutionists of the Capitals of England, Ireland, and Scotland. Prof. A. Melville Bell then removed to London, leaving his eldest son, Melville James Bell, to succeed him in Edinburg. In London, he received the appointment of lecturer on Elocution in University College. There he remained until 1870, when, having already lost both his eldest and youngest sons, he determined, on account of the threatening condition of the health of his only remaining son, Alexander Graham, a third time, and on this occasion permanently, to cross the Atlantic. He located at "Tutelo Heights,"

near Brantford, Ontario, where, for a number of years he held the professorship of elocution in Queen's College, Kingston, and in addition delivered courses of lectures in Boston, Mass., and in Montreal, Toronto, London, and other Canadian cities, besides, jointly with his brother, Prof. David C. Bell, giving numerous public readings.

Mr. Bell's career as "Master" of the Science of Speech took indisputable form soon after his father's death. In 1868 already he was called from London to give a course of lectures before the Lowell Institute, Boston, Mass. Two years later, 1870, on his permanent settlement in Canada, he was a second time invited to give a course of twelve lectures before the Lowell Institute, which he had the honor to supplement the following year, 1871, by a third similar course. His residence at Brantford proved beneficial both to himself, and to his son, Alexander Graham, who was engrossed there in solving the problem of the telephone, and, upon fully recovering his health, accepted a position in the Faculty of the Boston University School of Oratory, and in 1872, opened in Boston an "Establishment for the study of Vocal Physiology," on the Board of Instruction of which, later on, Prof. A. Melville Bell's name appears first. During this latter period, Mr. Bell's earlier publications in England were re-issued and supplemented, notably so by a treatise on "Teaching Reading in Public Schools," and "The Faults of Speech," which latter has attained its fifth edition, and constitutes the only generally recognized Standard Manual upon the subject of correcting defects of speech.

Dr. Alexander Graham Bell had meanwhile married, perfected and patented the telephone, and permanently located in Washington City. The father and the latter's brother, however, being loath to leave their enjoyable home in Ontario, only decided finally to do so early in the year 1881, which gave occasion to a farewell banquet being tendered Prof. A. M. Bell by the city authorities of Brantford and his numerous friends, who desired to convey to him their sincere regret that circumstances rendered it desirable he should leave Brantford where he had resided during the past eleven years, loved and respected by an ever widening circle of friends. The occasion was heightened by the presence

of Prof. D. C. Bell and Dr. Alexander Graham Bell. In response to the toast, "The guest of the evening," and the unstinted encomiums paid both to him and to his brother by the Mayor and other prominent citizens, Prof. Bell responded giving in part the following interesting account of his coming to, and sojourn in, Canada, and touchingly referred to the cause of his departure:

"When I was a very young man, and somewhat delicate after a severe illness, I crossed the Atlantic to take up my abode for a time with a friend of my family in the island of Newfoundland. I was there long enough to see a succession of all its seasons, and I found the bracing climate so beneficial, that my visit undoubtedly laid the foundation of a robust manhood. People talk of the fogs of Newfoundland, but these hung over the banks, and not—or but little—over the land. I have seen more fog in any one year in London, than I did during all the thirty months I spent in the land of 'Cod.' It was there that I commenced the exercise of my profession, and it is curious now to think that my desire to visit the United States before returning home was defeated by the impossibility of getting directly from one country to the other. It was then necessary to go to England on the way to America. History we are told repeats itself. I am reminded of the saying by the circumstance, that when I left Newfoundland, 1842, I had the honor of being the recipient of a similar public leave-taking to that which you are favoring me with tonight. In 1867 and 1870, I suffered the grievous loss of two fine young men, first my youngest, and next my eldest son,[1] and the recollection of my early experience, determined me to try the effect of change of climate for the benefit of my only remaining son. I had received an invitation to deliver a course of lectures in the Lowell Institute, Boston, in the Autumn of 1870, and in July of that year, I broke up my London home and brought my family to Canada. Our plan was to give the climate a a two years' trial. This was eleven years ago, and my slim and delicate looking son of those days developed into the sturdy specimen of humanity with which you are all familiar. The facts are worth recording, because they show the invigorating influence of the Canadian climate, and may help other families in similar circumstances to profit by our experience.

"I was happily led to Brantford by the accidental proximity of an old friend, and I have seen no place within the bounds of Ontario that I would prefer for a pleasant, quiet and healthful residence * * * *. How is it then that, notwithstanding this declaration, I am about to bid adieu to the land that I love so well? You all know my son; the world knows his name, but only his friends know his heart is as good as his name

[1]Charles Edward, died in 1867, age 19 years, to whose memory the Inaugural Edition of "Visible Speech, the Science of Universal Alphabetics," was dedicated. Melville J. Bell, the eldest son, died 1870, leaving a widow who accompanied the family to Canada, and there married Mr. George Ballachy.

is great. I can safely say that no other consideration that could be named, than to enjoy the society of our only son would have induced us to forsake our lovely 'Tutelo Heights,' and our kind good friends of Brantford. He could not come to us, so we resolved to go to him. * * * I now confidently feel that my sojourn in Brantford will outlive my existence, because under yon roof of mine the telephone was born. A ray of fame, reflected from the son, will linger on the parental abode, * * * *.

Dr. Alexander Graham Bell being called upon to respond to the toast: "The Telephone and the Photophone," is reported to have said in the course of his remarks relative to the removal of his father, that the ties of flesh and blood were stronger than any other, and therefore, he should be pardoned for causing the removal of his parents from Canada. He spoke of the many works and inventions of Prof. Melville Bell in Stenography, Visible Speech, Elocution, etc. His stating that the "Telephone is due in a great measure to him," is reported to have been a generous admission that somewhat surprised those who heard it. It is furthermore reported that he gave some reminiscences of the early efforts that resulted in the discovery of the telephone, and added that many steps in its utilization were perfected at "Tutelo Heights."

Prof. A. M. Bell and his brother, with their families, upon arrival in Washington, soon located in two adjoining spacious old residences, Nos. 1517 and 1525 Thirty-fifth Street, N. W. There, with the exception of a brief period before his demise, when he removed to his son's residence, 1331 Connecticut Ave., Prof. Bell lived dispensing his wonted hospitality, and, amidst his books, enjoying the intellectual atmosphere that pervaded his literary "den."

But these Masters of Elocution by no means remained idle spectators: the elder brother being called upon repeatedly for his inimitable renditions of noted authors, to which he added in 1895, "The Reader's Shakespeare, in three volumes, for the use of schools and colleges, private and family reading, and for public and platform delivery," whilst his junior brother, designated the "Nestor of Elocutionary Science," constantly was called upon either by letter or personally on the part of the more eminent elocutionists, philologists, and pedagogues of the age, to advise on matters relating to the one science of which he was the undisputed head and master. Not only this, during his twenty-five

years of residence at the Nation's Capital, of which, in the year 1898, he became a duly incorporated citizen, he personally, upon invitation, delivered lectures before the "American Association for the Advancement of Science," "Johns Hopkins University," "Columbia University," "Modern Language Association," "National Association of Elocutionists," "New York Teachers of Oratory," and the "American Association to Promote the Teaching of Speech to the Deaf," etc., etc.

During the same period he issued a revised version of the "Inaugural edition of Visible Speech"; "Sounds and their Relations," now a standard Manual in Normal Training Schools for teachers of the Deaf; also other Manuals on "Speech Reading and Articulation Teaching," "English Visible Speech in Twelve Lessons," "Popular Manual of Visible Speech and Vocal Physiology," "World English the Universal Language," and "Handbook of World English," "English Line Writing on the basis of Visible Speech," and, finally, "Science of Speech," together with a fifth edition of "Principles of Elocution."

The time had arrived, when, despite pleadings of numerous applicants, the venerated master must resolutely decline to give verbal instruction, much as he mentally enjoyed teaching. One of the last privileged personal pupils, now teaching in a prominent institution for the deaf, thus speaks of her master's method:

"Prof. Bell was a wonderful teacher, I never had his equal. His explanations were so clear and full that at the end of a lesson it was quite impossible to think of asking any further question. Every possible uncertainty had been anticipated."

The autographic testimonial of ability this pupil received was equally unequivocal:

"Miss ——— was a pupil of mine in 'Visible Speech,' and distinguished herself by aptitute in the study, and by rapid and solid progress in the practice. Miss ——— has fine abilities, and she will, I have no doubt, do honor to any position, the duties of which she may undertake.

"1525 35th Street, N. W.,
"Washington, D. C., July 16th, 1896.
"(Signed,)

The following tribute was paid the deceased in the Boston "School Document No. 9, 1905":

"We can perhaps make no greater acknowledgment of indebtedness to the late Prof. Alexander Melville Bell, the distinguished philologist, who, in 1870, upon invitation, told the teachers how his system of phonetic writing, named by him Visible Speech, could be made useful in the development of the speech of deaf children, than to say that it continues to be the basis of all instruction in speech in this school.[1] The result of his visit was the employment of the son, Alexander Graham Bell, as a special instructor in the school for a period of three months."

The scene at Chautauqua, June 29th, 1899, on the occasion of the last meeting of the National Association of Elocutionists which he attended, was impressive beyond ability adequately to be described in words. In the commencement of the ever memorable address on "Fundamentals of Elocution," delivered by Prof. Bell, he tersely stated:

"Elocution is an art: hence its practice is more important than its theory, * * * *. The requirements of Elocution are: first, that the speaker should be heard without effort on the hearers' part; second, that the utterance of words and syllables should be distinct and unambiguous; and third, that vocal expression should be in sympathy with the subject. In common practice we find that these requirements are conspicuously wanting."

At the close of the address, no less than a dozen members successively arose to pay tribute to the speaker.

"It seems to me," said the first, "not only fitting, but a very natural thing for this audience to desire to express its feeling, and I rise to move a vote of thanks to our distinguished benefactor of past years, who has so honored us today, for the magnificent exemplification which he presents in his own person of the benefits to be derived from our work. When a man so glorious in years, and in work, can stand so magnificently before this assembly, he presents a most inspiring example for emulation. And it is with a feeling of deepest gratitude in my heart for what he has done today in thus honoring us, and what he has done for elocution in the past, that I move, on behalf of this audience, a vote of thanks to Prof. Bell for having come before us and given us this treat."

The vote was taken by an enthusiastic rising of the entire assembly. Another speaker said:

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[1] "The Horace Mann School."

"In the presence of the true, the beautiful, and the good, there seems to be an atmosphere in which all personal differences sink out of sight. Standing as we do before one whose life has been a benediction to our cause, the desire for victory in any lower sense of that term, seems to pass entirely away. Since each one of the preceding speakers has drawn some moral from this present occasion, I should like to offer my contribution. We regard the speaker of today so highly because he has stood against clamor, against so-called public demand, against the exigencies of varying occasions, and has upheld the TRUTH, simplicity, and integrity of purpose, * * * *. Let us then take from this inspiring hour today, the lesson from the life of the speaker, who, against almost insuperable obstacles, has stood firmly for the right, and in the end, like Dr. Russell, and Mr. Murdoch, is crowned a Victor."

These, and other like remarks, were forcibly and touchingly supplemented by the able editor of the official organ, who wrote in regard to the occasion:

" 'Consecration' and 'benediction' were words frequently heard at the Chautauqua convention of Elocutionists. These words were used in connection with the presence of Alexander Melville Bell, who, at the age of eighty, stood upon the platform and delivered an address with a grace of manner, pureness of enunciation, and distinctness of articulation, surpassed by no other speaker at the convention. Bell's presence permeated and dominated everything, * * * *. Alexander Melville Bell is the greatest living elocutionist. To attend the convention, he made a special journey of two thousand miles, foregoing the coolness and quiet of his distinguished son's summer Canadian home. Well might the members of the National Association of Elocutionists rise to their feet when he entered the hall, and well might they congratulate themselves on being privileged to attend a session that is a historical event in American elocution. Words can only very inadequately describe the scenes at the Bell session. On the platform stood an elocutionary patriarch, whose discoveries, inventions, and writings have vitalized, purified, and glorified the English language: uttering words of counsel, and pronouncing a benediction. There he stood, erect, reposeful, vigorous, graceful: his bearing. gesture, voice, articulation—all models worthy the study of those that aspire to oratorical excellence. Before him sat many of the leading elocutionists of America, hushed, attentive, impressed—so impressed that men shed tears, and when a resolution of thanks was moved, voices were choked, and the pauses of silence were more eloquent than were the words. The sentiments of the entire assembly were voiced by a speaker who said that he CONSECRATED himself anew to his profession, and that hereafter he never could, or would apoligize for being an elocutionist, * * * *. The presence of Alexander Melville Bell at the Chautauqua convention

has leavened the whole elocutionary lump, and has put a HEART into the National Association of Elocutionists."

Here was a spontaneous recognition of the professional life work of a Master truly great. Among many other tributes rendered, I will here add only that of two of his pupils, one of whom, now a leading elocutionist, thus sums up Mr. Bell's elocutionary labors:

"'*An Uncrowned King,*' the phrase sprang to my mind as Prof. Alexander Melville Bell entered his reception room one summer day. It was my first interview. I had cordially been invited to come to Washington to review 'Principles of Elocution,' and 'Visible Speech,' with the author. Many years before I had studied the 'Principles of Elocution,' and had used it with my pupils. The assent of the mind to truth is one of the keenest of intellectual pleasures, and I find myself constantly, in teaching from his book, feeling that enthusiastic thrill. There have been many elocution books written since first his appeared, *but where they depart from him, they are wrong, and where they follow, they are not original.* He cut the way through the forest, by giving clear principles, not mere rules, and the keen ear that could detect the faintest departure from right speech, which made him the great inventor of the Visible Speech Alphabet, served him also in his analysis, and interpretation of dramatic emotion. His own voice was rich, melodious, and beautiful, even at eighty, while his enunciation of course was that of a past master of speech. In Prof. Bell's books the serious student finds the explanation of all his difficulties, and the sure guide to the eradication of his defects. The lawyer, the lecturer, the politician, the preacher need just the aid that he gives—for with him, the art of elocution is worthy of the best effort of all voice uses. And all such need to study its principles. * * * * A great and noble life has passed onward. But in his books, his spirit speaks to us, and many generations still."

The other, one of Prof. Bell's most ardent and efficient desciples of his system of "Visible Speech," which constitutes the scientific basis of his success as a master of speech:

"The invention of Visible Speech is one of the world's greatest benefactions, and has given mankind the only possible Universal Alphabet. It has a physiological basis. Each symbol means a definite position of the organs of speech, which, if correctly assumed, produces a definite result. Every sound possible for the human voice can be represented by these symbols. There is, therefore, no language nor variation of language in dialect, or even individual idiosyncracy, which cannot be represented by Visible Speech and reproduced vocally by any one knowing the system.

"In consequence of this fact, through Visible Speech one may learn

to speak every language as it is spoken by the Nations of all classes. Missionaries learn through Visible Speech to speak accurately the language of high caste, as well as that of the lower classes, thereby greatly increasing the scope of their influence. Through its perfect mastery impediments of speech can be successfully treated, and the hopeless handicap of stammering, stuttering, and like blemishes disappear as if by magic. A knowledge of it furnishes the very best vocal training, because its symbols compel perfect precision of muscular adjustment for their accurate reproduction in tone, and so presents a system of vocal gymnastics whereby the greatest skill and flexibility of the vocal organs is attained. The effect produced upon the voice and speech is analogous to that obtained for the body by the varied exercises in use for physical training. It is in fact invaluable to both speakers and singers."

The following tribute paid Prof. Bell by one of his most eminent professional colleagues, constitutes a recognition of his exceptional mastership of the Science underlying his methods of acquiring perfection in the art of speech, such as has come to very few, if any elocutionists, from well recognized authority:

"I retain a vivid remembrance of meeting Mr. Alexander Melville Bell before leaving England. I was much struck with the purity and charm of his speech. It was a revelation to me. His utterance seemed to combine the easy, graceful intonation of the talk of a cultured actress, with the strength and resonance that should characterize the speech of a man, and though finely modulated, it was without a suggestion of affectation, either as to matter or manner. I had never before, and I do not know that I have since, heard English spoken with the ease and delicate precision that so distinctly marked the speech of Mr. Bell. His clean-cut articulation, his flexibility of voice, and finely modulated utterance of English, was an exemplification of what efficient and long continued training of the vocal organs will do for human speech, and how charming the result."[1]

The scope of Prof. Bell's thoughts, however, were not wholly absorbed by his profession, as the list of publications here appended, and the honors bestowed upon him, show. He was also thoroughly versed in the Science of Phonetics and Stenography; likewise an ardent advocate of amended Orthography, deeply interested in various forms of Social Science, and possessed of considerable poetic gift. Whilst not an electrician, he may no doubt, however, have contributed somewhat towards

[1]See "Life and Labors of Sir Isaac Pitman, as told by Benn Pitman," p. 184.

stimulating his surviving son in the incipient conception of the Telephone by having offered a premium to whichever of his sons should construct the most effective articulating apparatus: one of which of these earlier speaking devices was recently yet in possession of the family.

The amelioration of the condition of discharged convicts, and provisions for the care of neglected and dependent children, deeply interested him, and to the latter trend of his sympathies is due the establishment, at Colonial Beach, Virginia, of the "Bell Home," which has proven to be one of the most efficient benefactions for poor children in the District of Columbia.

Among the objects Mr. Bell seemed to take special interest in promoting, was the work of the Volta Bureau for the increase and diffusion of knowledge relating to the deaf, founded by his son, Dr. Alexander Graham Bell. Not only did he contribute generously towards the architectural attractiveness of the building, but donated to the Bureau his entire stock of publications, including stereotype plates, and also his valuable copyrights, increasing thus its efficiency: this, and the service which his Visible Speech device rendered in acquiring speech and the art of speech or lip-reading, endeared him to many deaf, notably among them, Helen A. Keller, whose love and regard for him he always spoke of most appreciatingly.

Although Mr. Bell had permanently left Ontario nearly a quarter of a century ago, true to his nature, he retained up to the last a strong affection for his many Canadian friends. And the citizens of Brantford showed their appreciation of this devotion at each recurring visit Mr. Bell paid to his former home. On the occasion of his presence there during the Dominion tour of the Duke and Duchess of Cornwall and York, October 14th, 1901, when the Royal couple stopped enroute in Brantford, Mr. Bell was accorded the honor of presenting, on behalf of the City, to His Royal Highness, the Duke, a handsomely mounted long distance Telephone outfit, furnished by the Bell Telephone Co. On being presented to His Royal Highness, the latter cordially shook hands with Mr. Bell, who then impressively said:

"On behalf of the City of Brantford, I have the honor of presenting to your Royal Highness, this Telephone as a Souvenir of your brief, but

highly prized visit to the 'Telephone City.' May all our telephones and telegraphs continue to bring us only glad tidings of your happy progress throughout the British Dominion, where each province vies with the others in the warmth of its welcome to his Majesty's representatives, the Duke and Duchess of Cornwall and York. Health and long life to King Edward the Seventh, and to his Queen. God save the King and Queen."

Both the Duke and the Duchess expressed themselves as highly gratified on receiving so singularly appropriate and useful a present.

Nor were friends and relatives on the distant Pacific Coast, and in remoter Australia, forgotten. Nothing seemed to gratify Mr. Bell more than the repeated evidence by letter of their continued remembrance.

The greatest charm, however, of Prof. Bell, was the social sphere of his home. To all, rich or poor, high or lowly, Mr. Bell was always courteous and kind. He proved himself a devoted father, a model husband, and exemplary grandfather, great grandfather, uncle, and cousin. Making available provision during his lifetime for relatives nearest and dearest to him was characteristic of his constant thoughtfulness. Mr. Bell twice married most happily; first, 1844, Eliza Grace, the refined and accomplished daughter of Surgeon Samuel Symonds, mother of his surviving son, and beside whose remains now lie those of her distinguished husband. His second marriage, 1898, to Mrs. Harriet G. Shibley, who survives him, proved a source of rare connubial felicity. The filial devotion accorded Professor Bell by his immediate family, was simply ideal, of a nature so perfectly exemplary and beautiful, that any attempt to speak of his family relations truthfully would be invading the sanctity of a model home. All who have been privileged to be near him, could not otherwise than become deeply sensible of the ennobling and refining influence of his wholesome personality. To sit at his board, and occasionally enjoy the elocutionary "bouts" between him and his accomplished brother, in which, at times, they were joined by his equally gifted son, as they bantered each other with recitations from Shakespeare, or other favorite dramatists and authors, not infrequently dialectic and in Gaelic, was an intellectual treat few mortals can ever have enjoyed with such

recognized elocutionary masters as principals. The humor, prompt retorts, and fire that at such times would fly from one to another was something akin to an array of batteries emitting electric sparks, and would baffle accurate portrayal. It can truthfully be said of Prof. Bell, that a kindlier face than his has seldom been seen, especially among so-called more thoughtful scientists. His optimism constantly made itself manifest by the evident delight he showed in embracing every possible opportunity in giving delight to others. The rare faculty of "making the best of everything," seemed spontaneous with him. While positive in his conceptions of the beautiful and true, uncharitable criticism seemed foreign to him. His mind seemed utterly free from malice and bent on doing all the good he could. His sphere was one of marked content and radiant good will. Although often earnest in mien, no one has ever been heard to say that they saw Mr. Bell really angered. Rage was foreign to his nature. He could calmly look upon a furious storm, admire the force of wind and wave, and it seemed to harbor no terror to him. Scenes of unruffled wave, where steamer and sailing craft silently passed along on their errands of service to fellowmen, such as greeted him from his seat on the embankment in front of his residence at Colonial Beach, were equally if not more to his liking than the commotion of antagonising elements. By nature he was averse to the boisterous, and courted rather scenes of silence and gentleness. To see him ensconsed in his chair on the well shaded vineclad veranda of his riverside home, at times reading and smoking, or watching the brooding, ever chattering sparrows he had encouraged to build their nests along the inner eaves, was to see incarnated content upon his countenance. Always fond of domestic animals, in latter years he more especially liked to keep pets, and loved to feed his dogs, birds, and fishes himself. In his city den or studio, he could while away hours patiently analyzing the speech of his parrot, and determining the notes of his canaries and mocking birds, or marvelling at the ceaseless and graceful evolutions of the fishes in his aquarium. These pets, together with flowers of all kinds, not only afforded him congenial companionship and diversion, but also a constant, delightfully interesting study.

Prof. Bell was honored with the fellowship of the Educational Institute of Scotland, and with that of the Royal Scottish Society of Arts, the latter of which, in special recognition of the system of phonetic shorthand he devised, awarded him in addition its Silver Medal. In 1885 he was likewise elected a fellow of the American Association for the Advancement of Science; he was an active member of the Modern Language Association of America, Anthropological Society of Washington, and the National Geographic Society, a life member of the American Association to Promote the Teaching of Speech to the Deaf, an honorary member of the National Association of Elocutionists, etc., etc.

Despite his advanced years, Prof. Bell retained his mental vigor and general good health to a remarkable degree. In order to enjoy each other's society as much as possible, the father, towards the last, assented to take up his abode with the son, 1331 Connecticut Avenue, N. W., where, surrounded by every possible comfort, Mr. Bell received the tireless attention of a devoted wife, loving son, daughter-in-law, and faithful attendants. As the last summer approached, Mr. Bell longed to go to his favorite riverside homestead, but it could only be for a brief period when his enfeebled condition made it desirable he should return to his son's residence in Washington, where, August 7th, 1905, surrounded by his immediate family and a few close friends, he gently passed away. Truly, like Gladstone will Alexander Melville Bell also long be remembered as "The Grand Old Man."

The interment took place at Rock Creek cemetery, the Rev. Dr. Teunis S. Hamlin officiating, and the following distinguished associates serving as honorary pallbearers: Hon. James Wilson, Secretary of Agriculture; Dr. William T. Harris, United States Commissioner of Education; Hon. H. B. F. MacFarland, Commissioner of the District of Columbia; Prof. William H. Dall, of the Smithsonian Institution; Mr. Ainsworth R. Spofford, first Assistant Librarian of Congress; and Dr. A. L. E. Crouter, President of the American Association to Promote the Teaching of Speech to the Deaf.

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Alex^r. Melville Bell

THE DEVELOPMENT OF INTELLIGENCE IN THE CASE OF ONE DEPRIVED OF BOTH SIGHT AND HEARING.[1]

G. FERRERI, ROME, ITALY.

We all know that what is of most interest in the researches of experimental psychology, whether in connection with philosophical sciences, or physiology, anatomy, or psychoterapia, is the facts. And the recognition of the facts would seem to be sufficient when the object is to determine the efficient as well as the occasional causes. But, instead, it is in face of the facts that minds divide in the research and determination of the said causes.

This depends on the varied interpretation given to the same fact, interpretation which reflects not only the system followed by the observer in his research, but also, and perhaps still more, the habits of his mind, or one might say his intellectual temperament.

From this comes, I think, the difficulty of the desired reconciliation between the presupposed philosophers and the results of modern physiological psychology. This established, I will proceed to the argument of my communication.

Of Helen Keller, deaf and dumb and blind from the tender age of nineteen months, much has been said and written, perhaps too much, for more than ten years, on both sides of the Atlantic.

In the admiration, excusable to a certain point, aroused by the results obtained in her intellectual education, one has lost sight of the real importance of the phenomenon, which is, in my opinion, the great value of the experiments made with abnormal persons, from which we gain much useful knowledge for the clear and complete vision of the normal psychology of the child.

The enthusiasm excited by the novelty of the case, prevented most people from drawing such a lesson from it, and the most varied, and sometimes, if we may be permitted to say so, the

[1]Paper read by Prof. G. Ferreri, before the Fourth Section of the Congress of Psychology, at Rome, Italy, April, 1905.

stupid exaggerations, have prevented the studious from making it a subject of serious investigation.

From that witty writer Mark Twain, who said that "the two most interesting personalities of the nineteenth century were Napoleon I. and Helen Keller," to the most curious judgments expressed by writers in the newspapers and magazines on the poetical autobiography of Helen Keller, it has been such a series of exaggerations and misunderstandings as to divert the attention of the scientist from the case.

They have talked of a sixth sense; of reading the thought of others; of intellectual gifts almost miraculous. And all this because they did not have the patience necessary for studying the actual circumstances which explain, not only the possibility of the development of the intelligence in spite of sensorial deficiences, but also the high degree to which that development can be impelled by the wise substitution of the stimulus, and the use of the vicarious sensations for the perception of language, which remains in substance the only means for the elaboration of thought.

As far as I was able to ascertain myself in continued conversations with Miss Keller,—to whom I was able in a period of two months or about sixty lessons to give a knowledge of the Italian language sufficient to render her quite capable of reading and writing that language,—a part of the blame is due to herself. Because she has accustomed herself to talk of music and color just as a normal person would do who possessed a high degree of culture and vivid phantasy.

In judging, however, of the real value of certain allusions and the many quotations which Helen is in condition to make, because her mind is well stored with a large and most varied classic reading, it was necessary to distinguish the different series of representations which one can fix in the mind from personal experience, from those—which in this case are the most —acquired by information. From the lack of such a distinction has come the error of attributing to her impossibilities. Characteristic among these is that of her musical knowledge. They have said nothing less than that Miss Keller was able to distinguish and appreciate the difference in style between Schumann

and Beethoven. In fact, they have spoken of her particular musical sense. The fable has been repeated also in regard to her, of the possible distinction of color by touch. It has been affirmed that Helen Keller, as already of Laura Bridgman (who in parenthesis never rose above an elementary education) not only wrote good prose, which is quite true, but also poetry, and this is . . . I will not say a falsehood, but pure phantasy.

This, as well as other exaggerations, owe their origin to the fact that Helen Keller has learned the English language in exactly the manner in which a normal person does who is endowed with all his senses. Her teacher never selected the words she taught her in accordance with her sensorial deficiencies, but communicated to her all her own impressions as they came. Hence it is necessary in estimating the results of the literary education of Helen Keller to distinguish that which is due to her direct perception, from that which she elaborated in the incessant activity of her mind by means of association, analogy, and by the combination of representations. One could understand then that her criticisms of the great musicians were only the result of information she had received about them and their compositions; one could understand then that the joy she manifested one day in hearing the sound of the organ in church, was nothing else than the reaction of the sense of touch, by which the deaf, much better than the hearing, can receive a certain representation of measure and rythm, without, however, having the least idea of the specific sensation of sound and harmony. And this which is said of the representations of an acoustic origin, can be repeated with greater richness of particulars in the visual representations, if one reflects that Helen Keller in front of the most varied phenomena of nature and art, has received during her education—a period of about sixteen years—every particular information, and from the beginning the exercise of the senses of touch and smell have served to complete the verbal description, sufficiently to furnish her with an idea more than approximate of persons, animals, fruits, flowers, and so on.

But even in judging of the influence of the senses of touch and smell, they have not been able to keep within the strict limits of the truth. For me, it is an error to speak of an instruc-

tion imparted exclusively by means of touch and smell. It is true that the child deprived at the same time of sight and hearing, had the sense of smell highly developed, and until her seventh or eighth year she depended principally upon this sense. As, however, her intelligence gradually developed she became more independent every day of this sense. As to the sense of touch, one cannot even say that it is extraordinarily fine in Miss Keller, if one compares what she can do with that of many born blind but not deaf-mutes.

They have been greatly mistaken therefore when, for example, they have attributed to the fineness of her sense of touch her power of recognizing, by the mere touch of the hand, persons whom she had not seen for a long time; as well as her capacity for writing correctly on the type-writer and Braille machines. One has not taken into due account the muscular sensations, nor the muscular-mechanic memory. In the first case they have repeated the fable of a sixth sense which allows Helen Keller not only to recognize persons, but also to know their state of mind; and secondly, of a power of sight located in her finger-tips. These errors of appreciation are without doubt due to the superficiality of observation. The truth instead is this: Helen Keller has for long years exercised her own hand in recognizing on the faces and in the hands of those who approach her, that mimic, at times almost imperceptible, at times quite visible, which accompanies the emotions and sentiments, translating these in this manner into unconscious reflected movements. Besides this, Helen's continuous reading, her conversations with authors, artists, scientists, and with persons of high culture have awakened in her a precocious sense of beauty, not only in words and sentences, but also in the aesthetic result of lines and movements. From this comes the enjoyment she experiences in examining by touch works of art in relief,—sculpture, but not paintings,—and of all the productions of nature as animals, vegetables, or minerals.

As to the muscular sense, adapted for the perception of the relative distance of objects (and particularly to the keys of her type-writer), it is sufficient to think of what happens to those who study instrumental music, who reach a greater perfection in

execution and in expression the more they are able to liberate themselves from following their hands with the eye. One must remember too the long continued, daily, and never interrupted exercise in the manual alphabet, with which Helen, from the age of seven years, has received language, and by means of which she thinks and studies constantly, to such an extent as to have incurred a digital innervation which might be compared to that of certain types of hearing persons who are in the habit of thinking aloud. Which explains, in my opinion, a certain abstraction from the specific sense of touch which must be admitted in considering the intellectual activity of Helen Keller, as if really her intelligence had developed itself without the help of the real and true sensations.

But here we are in face of the conflict between materialistic psychology and that spiritualistic.[1] The first admits only sensations, and reduces to these all psychic phenomena: *Nihil est in intellectu quod prius non fuerit in sensu*—is now their fundamental postulate. The case of Helen Keller, however, seems to me to demand the exception already made by Leibnitz, who had observed that "intellectual ideas and the truths derived from them are more distinct than those which come directly from the senses, and neither the one nor the other have their origin in the senses, although

[1]The conflict between the two psychological tendencies manifested itself immediately at the first general meeting of the Congress (April 27), after the interesting paper read by Prof. Lipps of Munich: "Die Wege der Psychologie," and continued in the statu quo ante until the close of the Congress. One must note however that psychology has come forth with honor from the Congress of Rome as an independent science, not to be confounded with physiology. Prof. Sarto of Florence at the close of the Congress reassumed thus the thought of the spiritual psychologists: "You can," he said, "study the body in its relations with the various forms of psychic activity, and you will get physiological psychology; but you should not presume that in such a way you can reach the explanation and interpretation of that which is most remarkable and characteristic in the life of the spirit. Besides that, between physical fact and psychic fact there is an immeasurable distance, there are also many forms of spiritual activity which it is impossible to reduce to manifestations of physical energy in whatever manner conceived, and to mechanical movements more or less complicated. Without doubt in the study of the phenomena of the spirit, the highest degree of exactness and precision is desirable; without doubt physical apparatus is very useful for provoking artificially psychic facts, for fixing and registrating the expression and the external manifestation, but all this has nothing to do with that doctrine which considers thought as a 'production of the brain.' "—Giornale d' Italia, May 4, 1905.

it is true that we could never think without the senses." Is it necessary, therefore, to return to the ancient distinction between concrete and abstract ideas? Must we except the intellect, as Leibnitz wished, as something outside of the senses? as admitted implicitly in the principle quoted above, "nothing is in the intellect which has not first passed by way of the senses." Would the senses be able of themselves to perceive and reason? One must hope that the illustrious thinkers who will speak to us in the General Assembly of the ways of psychology will reply to these questions. I must limit myself here to the pedagogical point, which in elevating the mental level, refers the process of apperception by which one learns that ideas either come to us from the senses or come by reflection. There is in us something which has the power of thinking, although this power is not always in action by itself and independently of the senses. The senses teach us what happens outside of us, but do not establish the relation which passes between the various phenomena. Induction as well as deduction are exclusive acts of the intellect. Let us admit therefore that nothing can be in the intellect which has not first been in the senses; but let us also take account of the fact that the intellect itself is outside of the senses and their functions. This seems to me clearly demonstrated by the case of Helen Keller, who has been, and is, able to elaborate such richness of thought in the simultaneous privation of the most important of the senses, the social senses, those senses which Psychology of every age has regarded as the most important for the perception of the exterior world, as well as for the education of the noblest sentiments. But I must limit myself to the pedagogical part of the problem because I wish the scholars of pedagogy to be persuaded at least of the possibility and utility of instruction for those who are abnormal from sensorial deficiency. The period of time has been far too long in all historical civilizations, of the privilege of education for those only who are best endowed by nature and fortune. One must seek also in this circumstance the first cause by which the science of education has maintained a serious and injurious misunderstanding. I mean the presumed normal condition of the child. Only in late years, and only in the most cultured lands, anthropological research and experimental psychology have been

able to demonstrate that the child, as an organism in formation, in its *becoming,* can rarely be considered normal. Hence, one has been able to conclude that the normal condition first presumed as the rule, is really nothing else than the exception.

This is the first step on the new path which now today the study of pedagogical discipline must follow. Physiology and Pathology must be the basis of the new science of education. Only with the help of these science can it be possible to investigate and to establish with certainty the limits of sensitive and intellectual deficiences, and what is still more interesting, ascertain the relation of causality between these and those, it having been demonstrated now that as arrested intellectual development is caused by physical imperfection, just so these attribute their origin to psychic deficiences. When the reciprocal and comparative influence of the various ways and means for the physical-psychic development of the child have been investigated and judged in their just and true limits, it will then be easily discovered that intellectual development depends in great measure on language.

No one can doubt the reciprocal dependence between knowledge and language, but at the same time one must admit that the idea precedes the sign which fixes it and represents it. One can think of language, therefore, without thinking of the ways and forms by which it can be taught in order to become an instrument for thought and a means of communication.

Helen Keller had remained until the age of seven years in the state of an automaton with the impulsiveness of an animal deprived of its liberty, but from the day when she had understood by the help of her teacher, that every thing, every person, every action had a name, her intellect was illuminated and her mind began to follow the path of learning on which it will only be arrested when life ceases. After scarcely three months of the company of her teacher,—who confesses that she had never taught her one word from mere desire to teach, but as the means of communicating thought,—she had learned 300 words and many ways of using familiar language. Learning language coincided, therefore, with the acquisition of knowledge, and very soon the child began to ask the *why* of things and actions. The word

why began to play its role, for it is the door by which the child passes from the world of sense to that of reason and reflection. At this point I would have much to say to the educators of children both normal and abnormal, and particularly to the educators of deaf-mutes. These should today resolve to take from General Pedagogy those guiding principles with whose observance it is alone possible to make the art of teaching progress. But I understand that this occasion is not propitious for the discussion. I cannot however neglect to give the following hints which I have found in the letters of Miss Sullivan, Helen Keller's teacher, hints which are the more important for Didactics, because, derived from personal observation, they correspond perfectly with the pedagogical thought of one of our most illustrious teachers, G. F. Herbart:

1st. To teach the abnormal child by the way most accessible to him, that words denominate things, actions, and sentiments.

2nd. Never speak of things which do not interest the pupil, or at least try first to awaken his interest in what you wish to teach him.

3rd. Do not leave any question of the pupil without an answer: this excludes absolutely the imposition of silence to his many questions, which is the greatest obstacle and the most injurious to his inquiring mind.

4th. Do not worry if the pupil does not understand a given word, sentence, or explanation.

One of the difficulties which uneducated persons do not understand how to explain when one speaks of the education of deaf-mutes, and still more of blind deaf-mutes, is their intelligent use of language in regard to abstract subjects. Without taking into consideration the fact that abstraction is rendered easier by the catalepsy of the senses, it is sufficient to reflect that for every child learning a language is nothing else in the beginning than the memory of the words and sentences used by those persons who surround him, and that the language grows with him, that is with age, with his needs, and with experience. Hence the intimate connection between the words and the knowledge which little by little he acquires. One should then reflect how in the language itself of the child, we often find applications of the material

sense to the spiritual, sentimental, and intellectual. It is, therefore, easy to argue that very abstract explanations are not necessary when a child makes such applications on purpose. We have to do here also with a conventionality like any other. It is in substance the practical application of the principle which Herbart expressed thus a century ago: "To learn, that is to say, to understand and to appropriate to one's self the words to which one attributes a sense extracted from the fund of one's own intellectual provision."

The practice of teaching language to abnormal children, already largely extended in civilized countries, has demonstrated that Didactics, as also Psychology and Pedagogy, can be made clear by the slow process by which one can follow step by step the differentiation of the senses, and their education based upon the acquisition, knowledge, and use of language, of which conventional custom fixes the character and quality of the objects, the representation, and the intuition.

The excellent results of the education of Helen Keller ought to encourage the education and instruction of all abnormal children, which General Pedagogy has left neglected for so many centuries, abandoning them to their helpesness by spreading abroad a mistaken principle of material utility.

The old adage has no value: that where intelligence is lacking, no human art can create it. The question to study is this instead: How can one be sure that intelligence is lacking in part or entirely in an individual, if he has never had an opportunity of manifesting it by the ordinary ways of sensitive reaction? Or, in other words: The criterion followed until now is sufficient to condemn as imbeciles all children who are not able to follow the instruction in the public schools? To this question the modern school for deaf-mutes, as well as the possible education of defective and backward children, reply in the negative, and also, among other replies negatively, the typical fact that, until 1839,—that is when Dr. Howe of Boston found in the fingers of Laura Bridgam the way to reach her intellect,—no one had believed the education of blind deaf-mutes possible.

I would wish that my modest communication might serve at least for this: to keep alive the agitation initiated also in Italy for a reform of the teaching of Pedagogy both in the Normal schools and in the Universities. We cannot say that we have learned nothing by experience until we have made the science of education subordinate to the studies and researches of experimental psychology. This, too, without compromising in the least the question of autonomic function of psychology.

THE INSTITUTION PRESS.

THE SIGN-LANGUAGE UNDER DISCUSSION AGAIN.

The excellent editorials in favor of the sign language that have appeared in the News from time to time are appreciated by the deaf. That in the issue of September 2nd [classifying teachers and others with relation to their attitude toward the sign-language] is original and interesting. But toward the close is a paragraph which, it seems to me, contains some uncalled-for reflections on deaf teachers. I refer to "Class 3," which reads: "The deaf teacher, who fears that the spread of the oral method will affect him personally and disastrously."

To be sure the classification of the deaf as given is far from comprehensive, as a great many deaf cannot be placed in any of the three classes enumerated. For instance, I was trying to consider in what class the Editor would place me, but give it up.

The paragraph quoted however implies that deaf teachers as a class favor the sign language because it is to their personal and financial interest that it should be retained. This is a most unjust assumption. Deaf teachers as a rule are not mercenary, and if they really believed that the deaf children would derive more benefit from the oral method than they do from the combined system hardly one of them would wish to stand in the way. At any rate I have no doubt that the deaf teachers would as readily sacrifice their personal interests for the sake of the deaf as any one concerned in their education.

By the way, last spring there was a discussion in the papers as to the clearness of the sign language. If I remember correctly, it was started by the principal of a certain school who related that he had attended a meeting of the pupils' literary society in his school and was unable to understand what was going on. This, it strikes me, is no argument whatever against the sign language, but a serious reflection on the management of the school, and reveals a condition of which the aforesaid principal should be heartily ashamed.

We all know that the sign language properly used is capable of conveying thought clearly, forcibly, and with a charm for the deaf which cannot be attained in any other way.

In too many schools there is a tendency to slight this beautiful language. To the question, "Do you teach signs?" the answer is often given apologetically, "No, we do not teach signs; the deaf pick them up as a hearing child learns to talk."

Is it any wonder if the sign language degenerates under such condition? Instead of an apologetic answer as above, the reply should be, "Yes, we teach signs. We believe in doing well whatever we do, and in doing the best for our pupils."

In regard to the usefulness of the sign language,—where it is neglected, frowned upon, and not understood, there may well be difference of opinion as to its value. But where it is used intelligently, appreciatively and under proper restrictions, there can be but one opinion,—it is a valuable means of reaching the heart as well as the head, and there is nothing else in the world that can take its place.—Olof Hanson, in the California News.

The editorial to which reference is made in this letter was written last term and laid away for the time being as not expressing clearly all the thought in the writer's mind. The clamor for "copy" at the opening of the new term was responsible for its appearance—still in unkempt condition. Considered as a literary gem, we concede it could be subjected to much cutting and polishing to advantage, but we are not prepared to make any other concessions. The wording in "Class 3" was not intended to imply that all deaf teachers were necessarily in that class. However, we think this rather immaterial. Men of all classes are influenced by money, and where no principle is involved, or where the principle in question is open to doubt, the great majority of mankind most certainly move in the direction where they have reason to think the greatest returns will be secured. We have no doubt in the world that if it should suddenly develop that deaf teachers, heretofore employed in manual schools, were, for some reason, desirable persons to have employed in pure oral schools at high salaries, there would not be wanting applicants for the places; we really think it barely possible there might not be places enough to go round. The question of whether a child ought to be educated by one system or the other is not a matter of such awful moment after all; the main thing is that he be educated, and to the man who believes strongly in the efficacy of signs as an aid in education, it is hard indeed for him to see anything comparable to them in the educational horizon.

With respect to the second point, the dangers threatening the sign-language, the desirability of systematically teaching signs, to the end that they may be preserved and handed down umblemished to posterity, we also differ with our correspondent. This portion of his letter is not aimed at us, but we are always willing to act as target whenever projectiles of this sort are in the air.

The day for the sign-language as a language is past: there is only one thing more certain in our minds on this point and that is, that it ought to be past. We refer to the elaboration and detail of gesture by which and by which alone it was long supposed the deaf child's mind could be reached. Teachers gravely discussing the best sign to make for "if;" initial signs, supposed in some mysterious way to give philosophical impressions of abstract thoughts; "explaining" in signs a lesson to be afterwards studied in English—all these things are things of the past, and happily so, it seems to us. But there remains and we firmly believe ever will remain the stubborn fact that the deaf child will invent, acquire by imitation, and use signs during his school life, and a knowledge of these signs—many of them natural and all of them easily learned—is indispensable to any teacher who would enter into free communication with his pupils. By their aid it is possible to hold intelligent conversation on any topic within the range of the child's comprehension. He can discuss things that would

be absolutely beyond his reach in any other way. As soon and as fast as possible the teachers will substitute English, spelled or spoken. It is English that the child must use after he leaves school, and it is this fact that must be kept ever in view. Success in this direction is certainly not likely to be hastened by the excessive use of a substitute that is naturally attractive to the deaf. One of the strongest arguments against oralism, we think, is the exaggerated value placed on speech and lip-reading as they are attained by the majority of the deaf. Speech is in danger of being made the end and aim of everything. A no less serious error is in making of signs anything more than a make-shift, a temporary aid to be used sparingly in the school room and to be dispensed with absolutely whenever and wherever English can be made to serve equally well or better. —California News.

"The day for the sign-language as a language is past." The question now is, to what extent and how long should signs be used as a makeshift? On this point the profession is far from unanimous. Little children enter school with no knowledge of written or spoken language and with no means of communication except by the use of gestures and pantomime. The gestures are usually very few, for the reason that the child has very few ideas to express. The early gestures or pantomime are recognized and utilized to an extent. Whatever may be one's attitude toward the sign language, one would hardly fail to respond when the little child says, by the only language at his command, that he is hungry or ill. There is a decided difference, however, between utilizing for a short time the very few signs the child has when he enters school and aiding him to acquire additional signs to be used as a means of communication between teacher and pupil. "As soon as and as fast as possible the teacher will substitute English, spelled or spoken." Unquestionably the teacher *should*. "As soon as and as fast as possible" is a very elastic expression. Some teachers substitute English for signs when the child is very young and has been in school for only a very short time, while others have not wholly succeeded when the pupil receives his certificate of graduation. In the opinion of many—and the number is rapidly increasing—the value of the signs invented, acquired by imitation, or used during the pupil's school life is greatly exaggerated. A knowledge of signs, like a knowledge of Russian or Japanese, is desirable, but it is not essential to the success of the teacher. There are many excellent teachers who manage somehow to keep in close touch with their pupils, even the very young ones; yet these teachers are hopelessly stupid, if a knowledge of signs is an evidence of brilliancy. Others, though they know signs, believe that the English habit must be formed early in life—and the end attained they believe fully justifies their method. The temporary lack of expression—less than many suppose—receives compensation several fold by the larger understanding and expression later. If there is an oral school where speech is made the end and aim of everything, that school is a very poor one. Certainly such a condition does not exist in many schools. The aim is not to teach speech as an end, but as a means towards the best development and education of the child. Many of the deaf make numerous mistakes in the use of English, but the most imperfect language is better than none. Some of the deaf do not speak well; imperfect speech is better than none,—provided it has not been attained at the expense of education and development. The candid opinion of oralists, based upon comparative results, is that no such loss is sustained. If they are correct, no exaggerated value is placed upon speech and lip-reading as they are attained by the majority of the deaf.—Mt. Airy World (Pa.)

WHAT AN ORAL PUPIL THINKS OF SIGNS.

[The following, written by a congenitally deaf pupil of the Colorado school, is pleasing evidence of the healthy spirit pervading that school as regards the use of the English language, spoken, spelled, and written. Such a spirit present in a school is half the battle won, for it means not only good teaching, as furnishing the best possible conditions for it, but easy and rapid learning as well, as insuring an interested, appreciative, intelligent co-operation on the part of the pupils in their own behalf in every part and incident of their daily study and work.—F. W. B.]

Will it help us in our English if we stop using the sign-language?

Yes, I think so.

Mr. Argo has been trying to stop our using signs until he, seeing many oral teachers using them, decided to make a rule that we must spell or talk. Of course we can hardly break the habit of using signs at once, but we can try and remember to talk and spell, out of school as well as in school, if we want to improve our English.

All my life I have been taught by the oral method. Miss Sparrow was one of the finest teachers I ever knew and I think Miss Barry is just as good. We are glad to have her with us.

I have seen many deaf pupils who make lots of mistakes in language as they always follow the sign language in writing. I myself am slow in writing when I don't want to make mistakes, and I am not smart enough to write as fast as the public school children.

I am very glad Mr. Argo made a rule like this for it will help us a great deal in mastering English.

Most of the deaf can understand jokes in the sign language better than those in English. I always like to talk. When I go home for the summer vacation, I always talk, and my mama, sisters, or brothers always correct my pronunciation and I am glad to learn. They never understand me at first because I do not talk enough at school. Mama is always glad I have learned to talk. When I read the lips, of course I can't read every word she says, but I know what she is talking about.

Maybe the deaf can't spell all the time because they will feel like signing when they are in a hurry. If we can only learn to think in English, our language will be greatly improved. I do not want to forget all the signs I know because I have some good friends who are deaf and I want to talk with them in signs. I am sorry for the deaf who cannot learn to talk and read the lips.—Edith Williams in the Colorado Index.

For about the thousandth time the teacher corrected the sentence, "I do not remember all what he said"; then he turned on the lad who had written it and delivered an impressive oration, or one intended to be impressive, on the need of a little more thought.

"Why," he concluded, with demeanor far from calm, "why do you persist in writing 'what' in that kind of a sentence? It is never right. You should always use THAT, as I have told you more times than I can count."

The boy appeared to be duly impressed, but after some thought inquired,

"Isn't it right to say, 'I do not remember what he said'?"

The teacher in turn became thoughtful and admitted that it was. He then turned to his seat and wrote the following variations of the expression:

I do not remember what he said.
I do not remember all of what he said.
I do not remember all that he said.
I do not remember that he said (so and so.)

It had never before occurred to the teacher that there were so many of these expressions similar in meaning and so similar in appearance as to confuse the pupil. He began to think, and not for the first time in his experience, that there were perhaps still more troubles for the deaf learner than were dreamed of in his (the teacher's) philosophy.—California News.

Miss Clara Thias of Jeffersonville has entered Indiana University at Bloomington, and promises to make a remarkable record, so says a special to the Indianapolis News of Sept. 29th. Miss Thias cannot hear at all, but can talk. She graduated recently from the Jeffersonville high school, and expects to finish the regular university course. By watching the faces of the teachers she gets practically all they say. She takes her work with instructors who are smooth-shaven, and in that way can better watch the motion of the lips. She is a woman of prepossessing appearance and popular with both faculty and students. Miss Thias has never attended a school for the deaf, so the credit for her remarkable work, if the above report is not exaggerated, is all her own.—Deaf American (Neb.)

The other Saturday Mr. and Mrs. Zorbaugh received a very interesting letter from their daughter, Grace, who is now at Tokio, Japan. It is written on long Japanese letter paper, and is a little over nine feet in length. Miss Zorbaugh writes entertainingly of Tokio and its sights, and her description of the Tokio School for the Deaf and Blind was of special interest to the reporter, who was given permission to make the following extract from the letter: "The director, Mr. Kenoshi, wrote a short account about me (in Chinese) on the blackboard, telling how I came from America and that my father and mother were deaf. In a flash the deaf boys and girls who were in the room read the account, bowed and smiled at me, and I saw one telling another in Japanese signs, 'Ah, so her father and mother are deaf.' Their sign for father is a jerk of the thumb; for mother, a jerk of the little finger (of the same hand). Their sign for deaf and dumb is to place the tips of the fingers, first on the mouth, then on the ears. The school has an excellent assembly room, and on the wall among other pictures are engravings of Gallaudet, Sr., De l'Epee and Alexander Graham Bell. Mr. Kenoshi, the director, has visited several schools in Europe and America. He is not a Christian, but appears to love the children and desire their best good in all respects."—Deaf American (Neb.)

About the study of English Literature: it is a mechanical sort of pursuit when carried on by means of a text book and in set lessons of so many pages each. Who cares for your Wordsworth or your Tennyson, if sawed up into square chunks and tossed out in daily rations. But if a teacher, as it were, leaks poetry in apt quotations and appropriate for the present occasion, harmonizing with the dominant thought of the hour; if he can bring in a glowing period from some great orator or an incisive sentence from a deep thinker to illustrate the point in hand, he may awake an interest even in a dull pupil, which will affect his whole intellectual life.

We once heard an "old man eloquent," a widely known scholar and preacher and writer, say that the whole course of his life was altered when a lad of twelve, by hearing a young lady sing "Araby's Daughter." Fascinated by the words and music of the lyric, he borrowed the volume of Moore's poems and sat up all night reading it, and from that day determined to lead his life among books. But if a teacher does not love books, does not gloat over them, does not, like Milton, see in a good book "the life-blood of a master spirit"—he or she cannot teach English or any other literature.—Messenger (Ala.)

Twelve or fourteen years ago there was a boy in this school who seemed possessed by the ambition to write and to do lettering well—to excel every other boy in school in these things. He gave his time, his mind and heart to his one great aim. When other boys were at play he could be found with pencil or crayon absorbed in his work, in which he soon became very proficient, and after leaving school he continued his devotion to it with all an artist's passion.

This week, within a hundred feet of our school premises, the great L. & N. Railway is completing for its Knoxville passenger station the finest public building in this section (probably as elegant as any in all the country), fine woods, highly polished or carved, beautiful mosaics, and large quantities of the finest marble in the world, all contributing to its elegance.

The very finishing touches of this magnificent structure are being put upon it "in letters of pure gold" by a lone workman, who is, of course, very proud of such a privilege. He is the school boy of the pencil, and the crayon—of the overmastering ambition. His name is James Hale.

Boys, it pays to do ONE thing well!—Silent Observer (Tenn.)

Quite as large a proportion of the deaf, we presume, as of any other class, possesses the virtues of perseverance and, to use a current phrase, stick-to-it-iveness, but a fair share of them also lack those excellent qualities, without which success is impossible. Every summer we come across one or more of our ex-pupils who have the intelligence and skill to enable them to attain to conspicuous success in whatever avocation they select if only they would stick to it long enough, but who fail because of their roving disposition. They try first one job and then another, and because at the beginning they do not get as good wages as their fellow-workmen, who, by years of application have attained to superior skill, they become dissatisfied and leave. This is a very common and fatal error. No employer will give the highest wages to a beginner or to an unskilled workman; but when once a man becomes a master of his trade he will never have any difficulty in securing employment at the highest remuneration. As there is no royal road to learning, neither is there to success; this can be obtained only by following the well-beaten track of steady application and patient perseverance.—Canadian Mute.

Last year we expressed the opinion that the sign-language is deteriorating. We still think so.—Silent Hoosier (Ind.)

The language accomplishment of our deaf children is just what their schools make it. If English were to be made the only language of communication, in its spoken, spelled, or written forms, then the use of English would become a matter of habit, therefore easy. Infantile signs are no more natural to the deaf than to the hearing, and conventionalized signs are no more natural to the deaf than English. Both are acquired. A case is known where a little boy, twenty-one months old, with normal hearing, is being cared for most of the time by his grand-mother who is a deaf-mute. As a result, so far as he has anything to say, the little fellow uses signs altogether. Just now it may be said that his signs are natural, but what would he know about the conventionalized signs for cat, rat, pig, and sheep, if he were not taught? He may be a little slow in learning to speak, but it is only a question of time before he will be using English instead of signs. And how is he to get his English? Why learn it, of course; not in the class-room, but by absorption.—The Mentor (N. Y.)

We know a deaf lady, who was educated entirely by the manual alphabet and writing, and her ability is such that she can appreciate and orginate language of a very advanced order, and read with profit the works of standard writers. It is worthy of note that the lady referred to became the mother of a large family of children, not one of whom acquired even a remote knowledge of signs, thus showing how rigidly "language" was adhered to in her case. Instances, such as this, prove conclusively, if proof were needed, that language is best taught by language, whether the means be speech or finger spelling.—A. J. S., in The Teacher of the Deaf (England.)

We often find among our deaf pupils, and I think the same thing occurs sometimes in schools for normal children, that the processes and the rules given in the text-books of arithmetic have been pretty well mastered, but the pupils have no idea, or only a very vague one, of the possible connection between the number work on the slate and the concrete realities of every day life—dollars and pounds of cotton and gallons of molasses. I have found it helpful to reverse the usual process of writing out a statement of facts to be worked out by means of figures, and to require the pupil to frame a written question from an array of figures.

Especially is this useful in compound fractions, which are too often regarded as mere mental gymnastics.

For instance:

$$\frac{(26\frac{5}{8} \times 4) - 8\frac{1}{2}}{3\frac{1}{2}} = ?$$

The problem constructed by the pupil, (not without considerable previous practice) was: "Miss M. bought 4 pieces of gingham, of 26⅝ yards each. She cuts off 8½ yards. She made the rest into waists, each containing 3½ yards. How many waists did she make?"—Messenger (Ala.)

Virginia School.—One of the teachers is now transferred from the manual to the oral department each session, and every new pupil is given an opportunity to learn to speak and read speech.—American Annals.

At a teachers' meeting of the deaf department Monday night it was unanimously decided to make every effort to induce our pupils to communicate by speech, manual spelling, or writing, and make less frequent use of the sign-language on the play ground and elsewhere. Each has pledged himself or herself to carry out the plan and we shall hope for improvement in language as a result.—Colorado Index.

New York has upon its statute books at least one law which is particularly humiliating to the deaf and which is carried out to the letter in some cities. It requires that every deaf child desiring to obtain free education in the public schools must submit a declaration that he is indigent and unable to pay for his education. The Empire State Association, at its convention held at Elmira last summer, passed resolutions condemning the practice and demanding a change of the method.—Michigan Mirror.

Miss Barry has inaugurated a new feature of the work in the Oral department. Twenty minutes before the close of school the teachers exchange classes and the pupils, during the course of the year, will have practice in reading the lips of every teacher in the department. This additional practice in conversation will enable the pupils to understand strangers much more readily.—Colorado Index.

BOOKS, PERIODICALS, AND REPORTS

LANGUAGE FOR THE DEAF, a book for the use of Teachers, containing a Series of Notes on the Principles underlying the Education of the Deaf, and the Outlines of a Course of Lessons based upon these Principles. By Arthur J. Story, Headmaster of the North Straffordshire Joint School Authority's Blind and Deaf School, Stoke-upon-Trent, Author of "Speech for the Deaf."

This is a book that should come to be regarded by every teacher of the Deaf who has to do with instruction in language as an indispensable tool of his trade, and it will be particularly valuable to the beginner in the work both because of the care with which the ground that must be covered is outlined in exact specifications of the forms and expressions that need to be taught, and because of the explication of the principles upon which instruction should be based.

Helpful as are the graded lessons and the exercises they suggest, Mr. Story's very full and logical presentation of the theory of language teaching with the Deaf is yet by far the more valuable part of the book. Given the right sort of a foundation in correct principles, and almost any teacher can build upon it a structure, in the modes of English thought and English forms of expression, that will endure and measurably serve its purpose. But where one is ignorant of pedagogical principles and has no regard to the psychological effect of the methods he employs, there is sure to develop, sooner or later, the weakness and confusion of ideas and expression that it was at one time expected to find in all those born deaf, or who lost their hearing too early to have acquired language through the ear. The great advance that has been made in language teaching—we now expect that every deaf child, at each stage of his progress shall be able to express himself so that he may be understood, and with approximate correctness as to vocabulary and sentence construction—is due to a better knowledge of psychological principles and to their practical application, rather than to superior ingenuity of methods. Mr. Story's exposition of his principles is so convincing, there will be few to dispute their soundness, and with this as a guide, and his outlines of a course of lessons as a map, it should be impossible for any teacher to go far astray.

Mr. Story tells us "There is only one road to language, and this is through obedience to principles governing mental assimilation and growth

and along this road the deaf must travel in company with their hearing fellows," but he recognizes the difference between the mental states of the deaf and the hearing child, and the necessity of adapting thereto the language instruction of the former. This he makes clear in a number of passages we regret lack of space forbids quoting for the enlightenment of those who would teach the Deaf language wholly by the "Natural Method"—a method that is natural to the hearing child at the age and under the circumstances that he acquires his language concepts, but is so with the deaf child only when modified and supplemented to meet the abnormal conditions of his mental development, his environment, and the medium through which all his knowledge must be obtained.

On the question whether signs are necessary in the education of the deaf, Mr. Story says:

"Nothing can adequately supply the place of words in mental development, for orderly and related thought demands their assistance, and they are as necessary to thought, as such, as to its formulation.

"It is clear therefore that we can accept no substitute for words, and that conventional or arbitrary signs are not permissable in teaching. They are not only unnecessary, but they militate against the acquirement of language by interposing an additional and unnecessary representation between the idea and the word. They deprive the pupil of the very experience he requires in the direct application of word forms, and it is essentially only the paucity of his experience with these forms, as compared with that of hearing children, which accounts for the difference, in quality and extent, of their respective attainments in expression. * * * * *

"The association between the thought and the word must be direct and intimate. We are dealing with a natural faculty—*Mind*—and aim to train it to think and formulate its thoughts in the natural way. The word must therefore appeal directly to the mind, and never become the reminder of a sign, and that sign the first expression of the idea. It is only in this way that the habit of thought can be induced to follow the processes of normal children, and a correct expression in language be secured. * * * * * *

"Thought is built up from very elementary percepts, added to and related to others, until complex concepts are formed. Language follows and again increases thought, and therefore the higher branches of thought and language depend upon the completeness with which these fundamental concepts and the simple language forms that expressed them are acquired. Complex ideas cannot be fully appreciated unless their preliminary and contributary parts are understood; if these fail to be grasped, no mnemonic of word or sign can supply the deficiency. Thought develops from the seen to the unseen, from the concrete to the abstract, and must precede expression, if the latter is to be inspired by intelligence, and of any value whatever as the vehicle of thought. If the early stages of instruction deal sufficiently with principles and rudiments, then language, intelligently and accurately arranged, from step to step, becomes its own interpreter, and does not need the introduction of any medium between the idea and the word. Hence we lay down the rule, that while we retain purely natural action or gesture—natural signs—commonly appealed to by hearing persons to assist in conveying an idea, as explanations to words and not as substitutes for them, we do not require conventional or cultivated signs of any description, to aid our work of teaching the deaf to ex-

press themselves in terms understandable by all; and further, we believe the employment of such signs is detrimental to the purposes of our schools."

Most teachers of today will agree with Mr. Story in condemning the attempt to teach the deaf idiomatic language through set lessons, a practice that was at one time common with the language teacher and that was one of the principal sources of the so-called deaf mutisms. He says, in part:

"A knowledge of the peculiarities of idiomatic constructions cannot be acquired except by their constant use in daily intercourse. They involve distinct uses of the several parts of speech, particularly of the prepositions, which vary so far as the child is concerned without rule, although the student of words can generally detect the reason of the change. The very complexity of these idiomatic forms precludes the possibility of covering the ground in ordered lessons: nor is the attempt necessary—for the only real method of training the child to use them is in association with such incidents or conditions as call for their use."

Some of the other subjects discussed in this part of the book are: "The Future of the Child and the Teacher's relation to it," "How the Hearing Child acquires Language," "Language, the whole Problem of the Education of the Deaf," "The true Basis of Language Teaching," "Method of Expression," "The Styles of Language," "Deaf-Mutisms," "The Importance of Reading," "Composition," "Writing," "Grammar," "Is a Course of Lessons in Language Necessary," and "Method in Teaching."

The lessons in the practical part of the book are divided into four series. The First Series has to do with the acquirement of a vocabulary of simple words, the construction of simple sentences therefrom, and the development of the intelligence and of the powers of expression through language. It corresponds generally with the ground covered in the primary and lower intermediate classes of American schools.

The Second Series aims to extend the pupil's vocabulary, to give a clear idea of the time expressed in the three simple tense forms and practice in their use and to prepare for the introduction of the more complex forms.

The Third Series is devoted chiefly to the teaching of forms of comparison, and of the advanced verb forms. In the Fourth Series the compound and complex sentence constructions are taught.

An important feature of Mr. Story's method is the "indirect teaching," through information lessons, object lessons, conversations, etc., by which pupils are prepared, in advance, for the direct instruction in the various forms, and later are given practice in their use. The lessons, throughout, are interspersed with notes and suggestions of great value, especially to the inexperienced teacher. Alternating with the pages of text are blank ruled sheets on which the teacher may make notes and comments or keep a record of his work. It is emphatically a book for teachers, and should be in the hands of every member of the profession.

S. G. D.

LESSONS IN LIP-READING for Self-Instruction. By Edward B. Nitchie. 126 pp. Price by mail, $1.06.

This book is designed, not for the congenitally deaf whose training must be obtained in school by school methods, but for the "hard-of-hearing," or those who have become deaf after learning to speak. It is a "self-instructor," but has been written also with a view to making it suggestive to teachers and available for use in their work. The author is himself hard-of-hearing, and thus his book is the outcome of his personal experience both as a lip-reader and as a teacher of lip-reading. The plan of the work is rational and as simple as it can be made to cover the actual work to be accomplished. An article by the author elsewhere in this number will be suggestive to our readers of the treatment of the subject in the book. The book is dedicated: "To Mrs. Alexander Graham Bell to whom I owe the inspiration for much that is of value in this work."

F. W. B.

LANGUAGE PLAN for the Wisconsin Day-Schools for the Deaf. Prepared by Miss Frances Wettstein, Milwaukee. Issued by State Superintendent C. P. Cary. 102 pp. 1905.

This is a well thought out and well planned work to give guidance and material for a regular course of instruction to deaf children in language. The work covers the following general subjects: Conversation; Reproduction; Composition; Action work; Language forms; Grammatical drill; General Questions and Quick Lip-Reading. Under each subject is given the detail of what should be taught in the successive grades of the school, with valuable suggestions of points to be especially emphasized and of errors to be avoided. The work is certainly suggestive in its every page and paragraph, and it reflects much credit upon its author. The main purpose of the book, to help the day-schools scattered over the state by unifying the work in them and standardizing it, will we believe be very generally attained through its use.

F. W. B.

EDITORIAL COMMENT.

THE PASSING OF THE SIGN-LANGUAGE.

"The day for the sign-language is past, ... and it ought to be past"; "The sign-language, ... because of its deteriorating tendencies, ... is doomed." These recent pronouncements, out of the progressive, yet in certain respects conservative west, combine to make a most striking word-picture of the low place to which, from its proud estate of eighty, fifty, twenty years ago, the language of signs has, in these later days, fallen. Nor are these expressions exceptional; they are typical rather, in their spirit at least, and largely in their substance, of similar utterances that have come in recent years from all quarters of our educational field, condemnatory of the sign-language and its many shortcomings. The truth is, the sign-language has been weighed in the balance and found wanting, and, weighed in the house of its friends and by them, there exists little disposition to question the finding. For our own part, we welcome these frank expressions by experienced and thoughtful teachers of their deeper convictions upon this troublesome question of signs. Like flashes of lightning they illumine the atmosphere and clear it, making truths in their bearing the more visible and giving to them readier and wider acceptance.

Whatever may be said in favor of the sign-language—we know well its uses and the nature and measure of its advantages—the *school* at least is no place for it: there is no room for it there, no time for it. With the English language available for all purposes and with methods skilfully adjusted to the full utilization of its larger resources and capacities, the sign-language is a thing in the way, and it acts at every stage of education as an encumbrance and a check. The effect of its presence and use is inevitably to lower standards of work to its level, and to narrow

accomplishments to its limitations. This is true, as we believe, in every school that employs the sign-language and that depends upon it at the critical and most difficult stages of its work. Such dependence necessarily standardizes the work and brings it all down to the sign-language level, than which no language level is, or can be, lower. The teacher who habitually works on this level, or who is compelled to return to it as his final recourse, is treating his pupils as intellectual dwarfs, and the practice invariably leaves them as helpless as it finds them. Teacher-standards, sign-language high, mean pupil-attainments, sign-language high; and above this level the great body of the deaf of average ambition and mentality can have little hope of rising. The chain is only as strong as its weakest link, and the teacher's method-chain, with the sign-language a necessary link in it, will lift no weight that that link can not sustain. It is thus, in the nature of things, a weak chain, a weak method throughout, incapable of effective service except in performance of the lightest and simplest educational tasks. In truth, as we believe, there would be no such thing as *education,* as now understood, if no language other than that of signs were used by men. The sign-language does not, within itself, carry even the thought of education; nor can it, for there is no sign for the thought, nor can ingenuity devise one. There is to be sure a sign for "teach" and a sign for "learn," but teaching and learning are but incidents in education, and the sign-language, exhausting itself in symbolizing them, falls as far short of covering the thought of education as it does of being an efficient factor in any well-ordered and complete educational system.

The sign-language is natural and quickly learned. True, unfortunately true. It were better it were an artificial thing, requiring years of teaching and study for its mastery. The deaf child learns the sign-language in a few weeks or months, practically all there is of it. It requires little mind to learn it, and it is perhaps fair to conclude it makes little mind to learn it, or to use it after it is learned. As a language it is a plant of quick growth: with much of the outward appearance of strength, it is organically a weakling, and it fails, as it must fail perforce, when put to the test of any really difficult undertaking.

It is the plea that signs are necessary for language interpretation or explanation. But the necessity is the teacher's, when it exists, and is but the measure of his own helplessness, and of his pupils' helplessness as made theirs by the inadequacies of the method used and by the general lack of language practice in the school environment. The best interpretation that language can have is the conditions or situations that lead to its use. That is the fundamental principle, and it embodies the whole of the philosophy, of teaching a language through use of it and through sole dependence upon it. The teacher with this principle once his own, and with a method adjusted to it, founded upon it, and built up about it, may be sure, is sure, absolutely, that he has a method that employs to the accomplishment of his ends every teaching-learning force that mind can use or respond to.

Will it ever be settled, this question of the sign-language and its utility, or non-utility, in our schools? Without doubt, yes; and, when the time comes, it will be settled right, and acceptably —we believe—to all parties and sides, to disappear then as a question forever upon which differences are held. But the settlement will not come through argument or contention, at least not so much through argument of words—we have already had a century of that—as through argument of experiences, and facts, and accomplishments, all as irrefutable in their logic as they will be irresistible in their force. But for the time being, the argument of words goes on, and no doubt it will go on—until experiences are enlarged and broadened, until facts are multiplied and accumulated, until accomplishments are wide-spread and everywhere acknowledged. F. W. B.

NEW SUPERINTENDENTS.

Two Institutions begin the term with new executive heads, the Texas School and the Arkansas School. In the former Mr. B. F. McNulty gives place to Judge N. A. Cravens, formerly private secretary to the Governor, and in the latter Mr. Frank B. Yates gives place to Mr. Arthur G. Mashburn. While Mr. Cravens is a new man to our educational work, he is said to be a

man of strong character and high attainments, and he will no doubt continue in force the progressive policies that characterized the administration of his predecessor. Mr. Mashburn comes to his position through professional advancement, he having been a teacher for a decade of years in the school over which he now presides. Thus, in these instances of change in the higher positions of our work, it would appear that two good men have made way for two men as their successors equally good.

F. W. B.

AN INDUSTRIAL JOURNAL.

The prospectus is issued of a new publication designed to meet the special needs of the industrial departments of our schools for the deaf for a journal devoted to the advancement of their work. Mr. Warren Robinson, of the Wisconsin School at Delavan, who is chairman of the Industrial Section of the American Convention, has the enterprise in charge, and he will be glad to enter into communication with all persons interested and who will aid the publication with their support and good will. We shall be glad to see this journal established for we believe that there is a field for it, and that it will serve its purpose to improve and strengthen industrial instruction for deaf children to their material advancement and profit. The price of the new journal will be 25 cents for the first two or three numbers to appear this year.

F. W. B.

In the Deaf Section of the Western Wisconsin Teachers' Association, held at Sparta, October 26, 27, 28, the following programme was presented: Club Swinging Exercise—Sparta School; "Developing the Reading Habit in Deaf Children"—Mrs. Elizabeth H. Irish, of the La Crosse School; Class Work of the Sparta School—conducted by Miss Charlotte Shermer; "Early History of the Public Day Schools in Wisconsin"—Hon. R. C. Spencer, Milwaukee; Recitation by a Deaf Pupil—Elisa Lee; "Some Needed Points in the Legislation for Public Deaf

Schools"—Superintendents M. N. McIver, Eau Claire, J. P. Bird, La Crosse, Dr. F. P. Stiles, Sparta; "The Value of the Day School from the Parents' Standpoint"—Chas. Millard; Rhythmic Exercises by the Black River Falls School—conducted by Miss Blanche Argyle of the Stevens Point School; "The Value of Rhythm for the Deaf"—discussed by Miss Blanche Argyle, Miss Mary Zassenhaus, and Miss Jennie Smith. Report of this meeting is to the effect that it was a most enjoyable, profitable, and inspiring occasion.

THE ANNUAL MEETING OF THE BOARD.

The Annual Meeting of the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf will be held in the city of Washington, at the Volta Bureau, January 5, 1906. In addition to the usual routine business, arrangements for the Seventh Summer Meeting of the Association, to be held the coming summer at the Edgewood Park School, near Pittsburg, will be considered and as far as possible perfected. It is expected that the Summer School question will be considered also, and that a session will be provided for. Other highly important matters affecting the future welfare of the Association will be brought before the Board for its consideration and action.

In order that action taken by the Board on the question of a session of the Summer School for the coming summer, may be in nearer accord with the general desires of the profession, early information is requested from all teachers and principals interested, with regard to their personal wishes or purposes in the matter. It is desired especially that the time preferred for the session, whether in May, June, July, or August, and the place preferred for the school, shall be stated. Address communications to F. W. Booth, General Secretary, Mt. Airy, Philadelphia.

Members and subscribers will receive the Index to the current volume of the REVIEW, with title page for binding, in the forthcoming February number.

THE SEVENTH SUMMER MEETING.

The Seventh Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf, with full programme, will be held, in accordance with a vote of the Board of Directors, the coming summer, at the School for the Deaf at Edgewood Park, Penn. Edgewood Park, being a suburb of Pittsburg, is easily reached by direct rail routes from all sections of the country, and it is within a few hours' journey relative to a large number of schools. For these reasons as for others the attendance should be very large. The exact dates of the Meeting will be announced later, probably in our February number. President Crouter with the writer recently visited the Edgewood Park school to confer with Dr. Burt with reference to the preliminary arrangements for the Meeting. We confess to no small surprise at finding a building so complete and perfect in all its parts for the purposes of a school; and we feel assured it will prove an ideal building for the comfort and entertainment of our Meeting. While the time of the Meeting can not now be definitely announced, it will probably cover the week of the last part of June or the first part of July. F. W. B.

Mrs. Sarah Jordan Monro has revised her "Don'ts" and the "Whys" to be observed in the teaching of speech, recently published in the ASSOCIATION REVIEW, and now offers them, with some additions, in pamphlet form. They may be obtained from her by addressing, Room 518, Pierce Building, Copley Square, Boston, Mass. Single copies, post paid, twenty-five cents; sets of ten copies, two dollars.

Interesting papers have been received from Miss Amkea Schmidt, of Emden, Germany, and Madam Anrep-Nordin, of Venersborg, Sweden, giving accounts of their visits to American Schools in the summer of 1904, with their impressions of and opinions upon what they saw and heard. They will appear in future issues of the REVIEW in the order in which they were received.

OBITUARY.

Jonathan Lovejoy Noyes died at his home in Faribault, Minn., October 2, 1905, from a stroke of apoplexy, aged 78 years. Dr. Noyes was for many years Superintendent of the Minnesota School at Faribault, of which he was virtually the founder, and retired from the position because of illness some ten years ago. He was a man of fine mould, of high ideals and fearless in his devotion to duty and right. Dr. Noyes began his professional career as a teacher in the Pennsylvania Institution at Philadelphia in 1852, where he taught six years; he then accepted a position in the Louisiana Institution at Baton Rouge, where he spent two years; then he went to the American School at Hartford, remaining six years; finally he was called to Minnesota where for a period of thirty years he held the position of Superintendent of the State School. His memory is especially revered by the hundreds of pupils whose lives have been made brighter and better through his influence and work.

Rev. Leveus Eddy, a teacher of the deaf for forty-seven years, the last thirty-two years being spent in the Kentucky School at Danville, died September 28, 1905, aged seventy-one. On the day of his death he had taught his class as usual, but a fall outside the school-room, probably incident to an attack of heart failure, brought the end.

Miss Emily Eddy, a teacher of the Wisconsin School at Delavan for thirty-eight years, and who resigned ten years ago, died at Delavan, September 14, 1905, of apoplexy, at the age of seventy-five. Miss Eddy had the distinction of being the first teacher of speech in the Delavan school, she taking up that work in the fall of 1868. She was a sister of Rev. Eddy, whose death is noted above.

Miss Ellen R. Murphy, for many years a teacher in the St. Joseph's Institute at West Chester, N. Y., died on Nov. 12, 1905, from apoplexy. She is spoken of as having been a born teacher and a woman whose life and work exerted on her pupils an uplifting Christian influence.

Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary aims to keep a list of teachers, and one of Superintendents, belonging to the above classes, ready for use by any person who may write for them.

THE ASSOCIATION REVIEW is a publication of the American Association to Promote the Teaching of Speech to the Deaf. It is sent free to Active Members of the Association. Active membership is obtained upon payment to the Treasurer of the membership fee of two dollars ($2), or its equivalent in foreign currency—8s. 4d. in English money; 8m. 2pfg. in German money; 10fr. 2c. in French money; 7kr. 50 ore. in Norwegian, Swedish, and Danish money; and 10l. 2c. in Italian money. Postal money orders should be drawn on Philadelphia, in favor of F. W. Booth.

NAMES AND ADDRESSES OF MEMBERS OF THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

1905.

*Deceased Members. †Original Promoters. §Subscribing Members. ‖Life Members. ¶Honorary Members.

ACKERS, B. ST. JOHN, Huntley Manor, Gloucester, England.
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Adams, Ida H., Horace Mann School for the Deaf, Boston, Mass.
Adams, Mabel E., Horace Mann School for the Deaf, Boston, Mass.
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